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ABSTRACT

One of the programs included in "Effective Reading Programs...," this program serves 414 students in K-6. The students are black, white, and Spanish-speaking and come largely from low-income families living in a small city. The dominant feature of the program is the extensive employment of specialized instructional staff, both professional and paraprofessional. In order to increase their effectiveness with children, teachers and aides receive inservice training based on individual assessment of students' special strengths and needs. Teaching focuses on a diagnostic-prescriptive approach which includes pretesting, developing an individualized program of study, and maintaining a profile detailing the needs, program, and progress of each child. Team teaching and learning centers are employed. For children who do not function adequately and confidently in English, bilingual instructional support is provided through two programs: English is a second language and bilingual language development. A multicultural component is designed to promote racial and ethnic awareness and understanding among staff, students, and community members. (WR/AIR)

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LASER
INDIVIDUALLY PRESCRIBED INSTRUCTION IN GROUPS

Developed by Longfellow School, Riverside, California

Published by the
RIVERSIDE UNIFIED SCHOOL DISTRICT
3954 12th Street
Riverside, California 92501
(714) 781-2011

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WHAT IS LASER?

The word "LASER" stands for "Learning Achievement through Saturated Educational Resources." It is a system of diagnostic assessment of individual needs with placement of the student in a group where prescribed instruction can occur; thus individualization takes place.

It defines the sequence in which certain behavioral objectives are taught. These behaviors represent the curriculum. The curriculum is a guide for what the teacher teaches; the behavioral objective is what the student learns.

LASER is a spiral curriculum requiring vertical movement up and down the range of concepts and skills, plus horizontal movement in continuously widening circles from the simple to the complex, with appropriate skill mastery.

WHAT ARE ITS COMPONENTS?

LASER Reading and Math Continuum--A sequence of 305 math and 189 reading instructional objectives are arranged into separate goals and subdivided into graduated levels of difficulty. The reading areas include motor coordination, conceptual skills, perceptual skills (auditory and visual), phonic and structural analysis, vocabulary, comprehension and interpretation, and locational/study skills. Math areas include geometry, sets, number, numeral, number line, number sentences, addition/subtraction, multiplication/division, fractions, measurement, statistics/probability, logic, and number theory.

Criterion-reference Tests--Tests assess needs and evaluate student's mastery of the material.

Student Profile Grid--Grids facilitate prescription/evaluation and reporting to parents.

Teaching Packets--Instructional materials for individual or group use are based on the behavioral objectives.

Individualized Instructional Task Materials--(1) Developmental; (2) Preventive; (3) Remedial; (4) Enrichment.

Individualized Linguistic and Social Studies Related SPELLING Program.

HOW DOES IT WORK?

A child is given LASER criterion-reference tests in addition to an informal reading inventory to determine his approximate level of instruction. The results of this assessment are recorded on the Student Profile Grid. Each instructional team analyzes this diagnostic information and prescribes the instructional program for each child.

Students with similar needs are grouped together for a varying period of time (3 to 6 weeks) for instruction in the areas of developmental and remedial need. No student has to receive instruction for an objective which he has already mastered as recorded on his Student Profile Grid or for which he is lacking prerequisites.

The core of the teaching is done through the Basic State Texts, that are available in every district, the Teaching Packets that are matched to the behavioral objectives, as well as any innovative or creative techniques the teacher would like to employ.

WHAT MAKES LASER UNIQUE?

Its Cooperative Planning--This program was developed by educators and parents to meet the identified needs of children at this school.

Its Diagnostic System--Profile Grids identify the obvious as well as the more specific needs of children.

Its Openness for Teacher Initiative and Creativity--Teachers have freedom to select materials, methods, or techniques to be used to reach the objectives.

Its Progress Reporting System--Letter grades and other subjective evaluations are eliminated.

Its Focus on Early Learning--Preschoolers and their parents are involved in the program.

Its Teaching Packets--Individual packets have a variety of materials matched to the behaviors.

Its Achievement Results--Test data proves consistent growth.

RESULTS OF LASER

Parent Involvement---Parents have participated in developing LASER and are active in all aspects of the program.

Teacher Sensitivity---There is more awareness of individual student's cognitive and affective needs.

Purpose---Staff members cooperate in teams to reach their predetermined goals.

Relationships---Behavior problems have decreased substantially and interpersonal relationships have improved.

Improved Environment---The school has a much warmer, enthusiastic, and congenial atmosphere.

Student Concept---Self-concept evaluations of Longfellow students reveal no differences in the self-image of students of different ethnic backgrounds.

STANDARDIZED TEST RESULTS

Year	Kdg.	Gr. 1	Gr. 2	Gr. 3	Gr. 6
Median Percentile Scores for Reading					
1967-68	35	24	32	16	
1968-69	31	24	46	30	
1969-70	36	30	50	44	46
1970-71	75	25	62	54	35
Median Percentile Scores for Arithmetic					
1967-68			32	16	
1968-69			54	41	
1969-70			75	53	47
1970-71			66	73	55

ED106796

Riverside Unified School District

Longfellow School

3610 Eucalyptus Avenue

Spiral Curriculum Translated into Behavioral Objectives with Diagnostic Test

Subject Areas

Reading

(Revised)
1971

ESEA
Title I

Prepared by:

Miss Mildred Simmons - Teacher

Mrs. Delores Luhrs - Teacher

Mr. David I. Tew - Principal

E. Ray Berry
Superintendent

CS 001 826

R E A D I N G

Table of Contents

Preface and Acknowledgements

Concentration

Reading: Spiral Organization

Teacher Information

Goals and Behavioral Objectives

- A. Motor, Visual-Motor Coordination
- B. Conceptual Skills
- C. Perceptual Skills--Auditory
- D. Perceptual Skills--Visual
- E. Phonic and Structural Analysis
- F. Vocabulary
- G. Comprehension and Interpretation
- H. Locational and Study Skills

Evaluation Measures

- A. Motor, Visual-Motor Coordination
- B. Conceptual Skills
- C. Perceptual Skills--Auditory
- D. Perceptual Skills--Visual
- E. Phonic and Structural Analysis
- F. Vocabulary
- G. Comprehension and Interpretation
- H. Locational and Study Skills

Tracking Grid

Group/Individual Diagnostic Chart (sample)

Acknowledgements

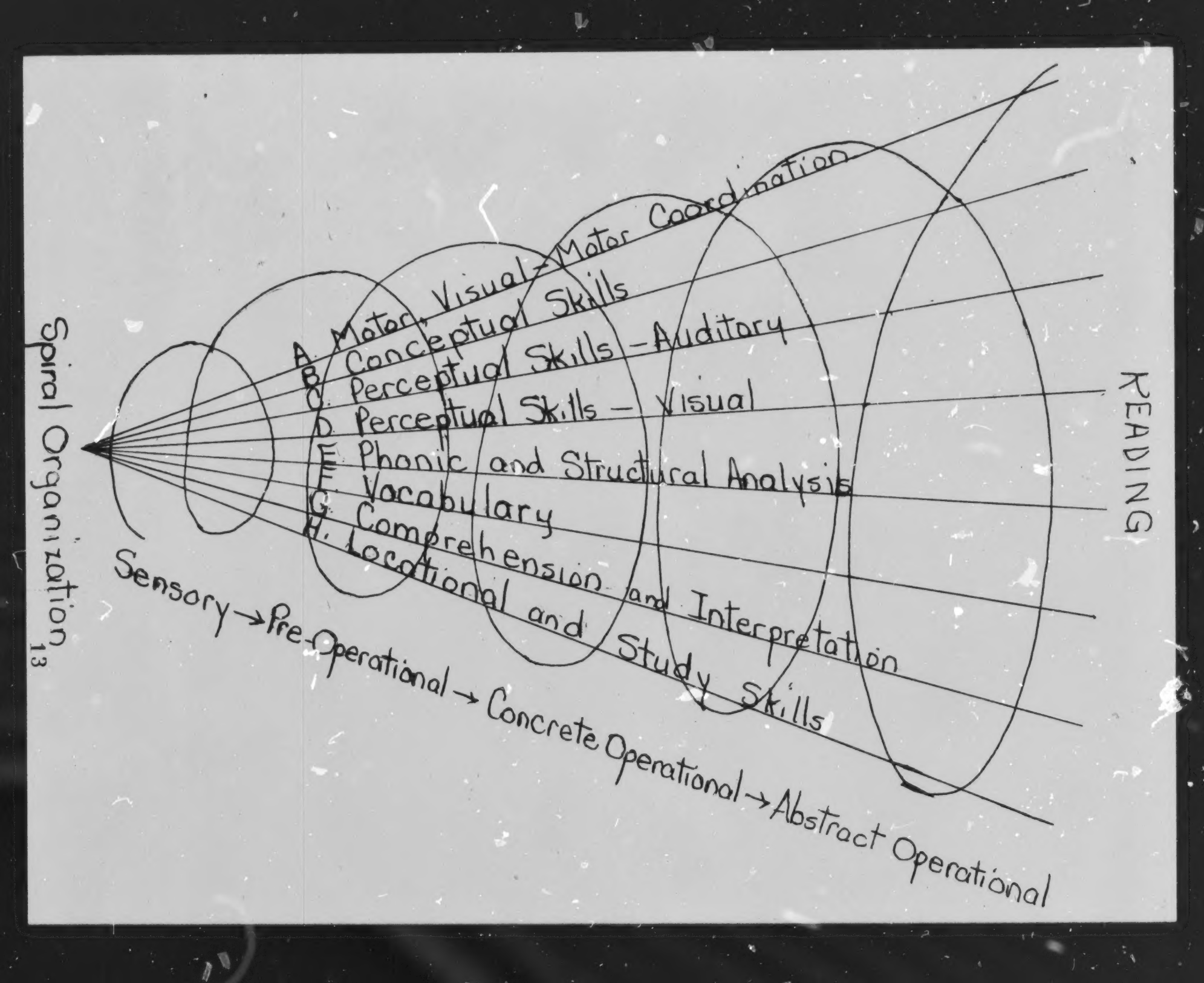
How well are children learning? How well are children being taught? Are students utilizing their best abilities? To what extent is the curriculum organization effective? Questions such as these necessitated a re-evaluation of our present academic structure in order to discover more effective ways of meeting individual learning needs.

We have attempted to establish ordered sets of behaviors to be realized in the achievement of specfic goals. We have made a beginning. We will need to carefully assess and logically analyze these preliminary efforts to determine their effectiveness in reaching our central goal: Quality instruction for today's student. In this endeavor grateful acknowledgement is given to the following persons who have reinforced our efforts with their encouragement, talents, contributions and interest: The Longfellow School Staff; Mr. E. Ray Berry, Superintendent of the Riverside Unified School District; the members of the Riverside Board of Education; Dr. Mabel Purl, Director of Research and Evaluation; Mrs. Virginia Brown, Director ESEA Projects; Mr. Darrell Martin, Data Processing Manager, and to all the personnel of the central office.

Concentration

In one of the laboratories in Washington there is a great sun glass that measures three feet across. It is like the "burning glasses" we used to measure when we were boys, only much larger. This great glass gathers the rays of the sun that strike its flat surface and focuses them in a single point in space a few feet below. That single spot is hotter than a blow torch. It will melt through a steel plate as easily as a red-hot needle burns through paper. This terrific heat is just three feet of ordinary sunshine concentrated on a single point. Scattered these rays are hardly felt, perhaps just pleasantly warm; concentrated they melt adamant. The same principle applies to human endeavor. Scattered, a man's energies do not amount to much. Once they are focused on the task at hand, seemingly tremendous difficulties melt like snow on a hot stone. This is our Longfellow L...A.S.E.R. Program. We throw on all the steam we have and focus every energy on the task at hand. Remember that three feet of sunshine concentrated will burn through

ANYTHING.


Spiral Organization
READING
A. Motor, Visual-Motor Coordination
B. Conceptual Skills
C. Perceptual Skills - Auditory
D. Perceptual Skills - Visual
E. Phonic and Structural Analysis
F. Vocabulary
G. Comprehension and Interpretation
H. Locational and Study Skills
Sensory → Pre-Operational → Concrete Operational → Abstract Operational

TEACHER INFORMATION

DESIGN OF PROGRAM

Statement of Goal → Statement of Objective → List of Behaviors → Evaluation Measures for each Behavior → Developmental Levels of Objectives

LEVELS OF BEHAVIORAL OBJECTIVES

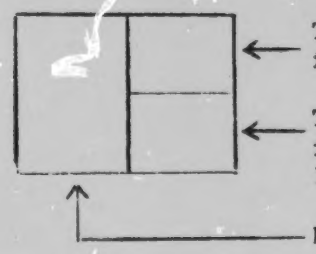
These approximate the instructional level as:

I Readiness	IV 1st Reader	VII 4th Reader
II Pre-Primer	V 2nd Reader	VIII 5th Reader
III Primer	VI 3rd Reader	IX 6th Reader

EVALUATION MEASURES

The criterion evaluation measures which consists of Check Lists and Tests are designed to diagnose and evaluate the individual behaviors as sequentially organized in the Laser Reading Program. The Check Lists receive no numerical score but, through observation and teacher judgment, give information about the pupil's general development and understandings when paper and pencil tests are not profitable. Most of these are individually administered.

The Tests are scored thus:



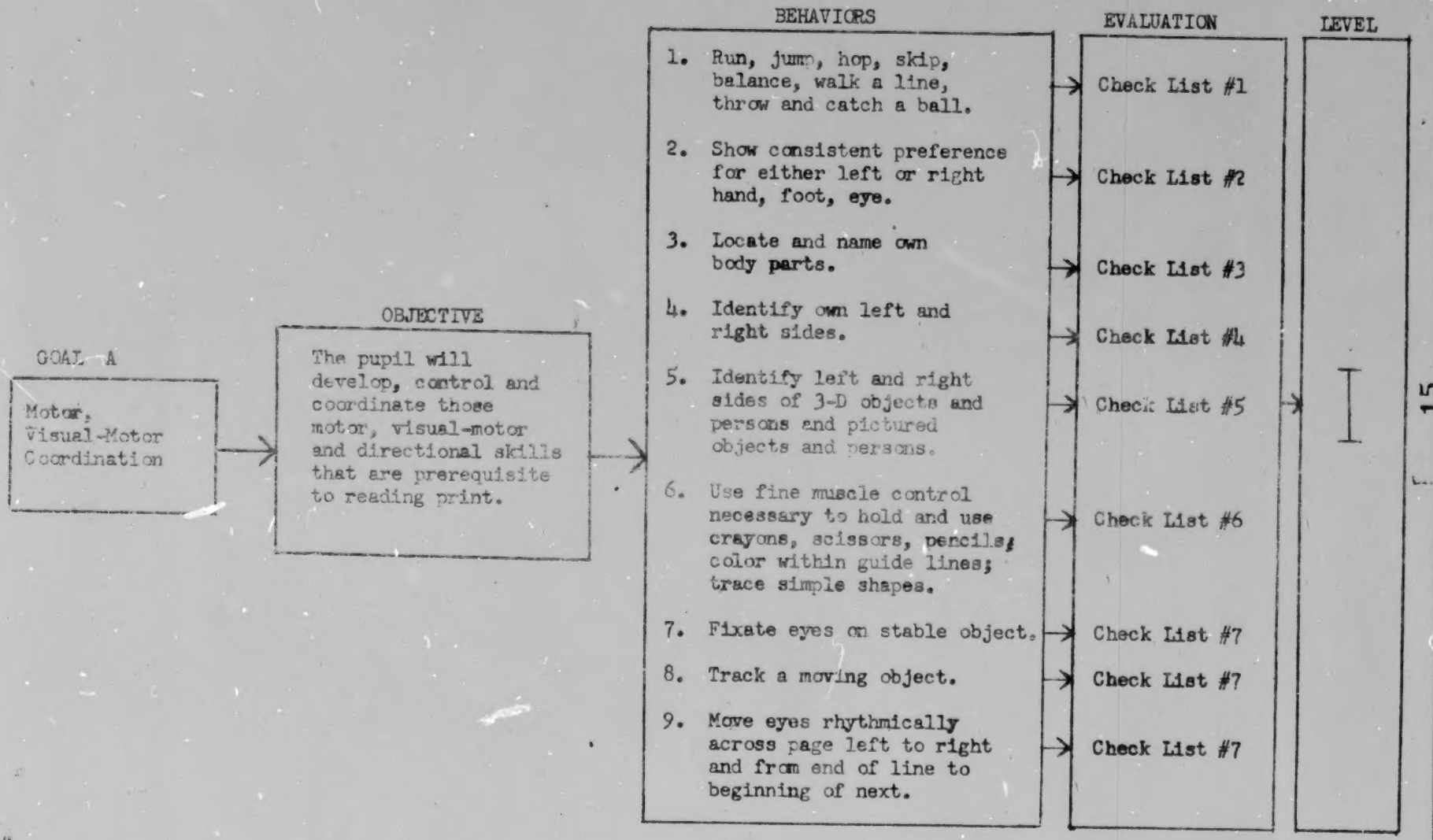
This numeral represents the passing score which is 90% of the possible score.

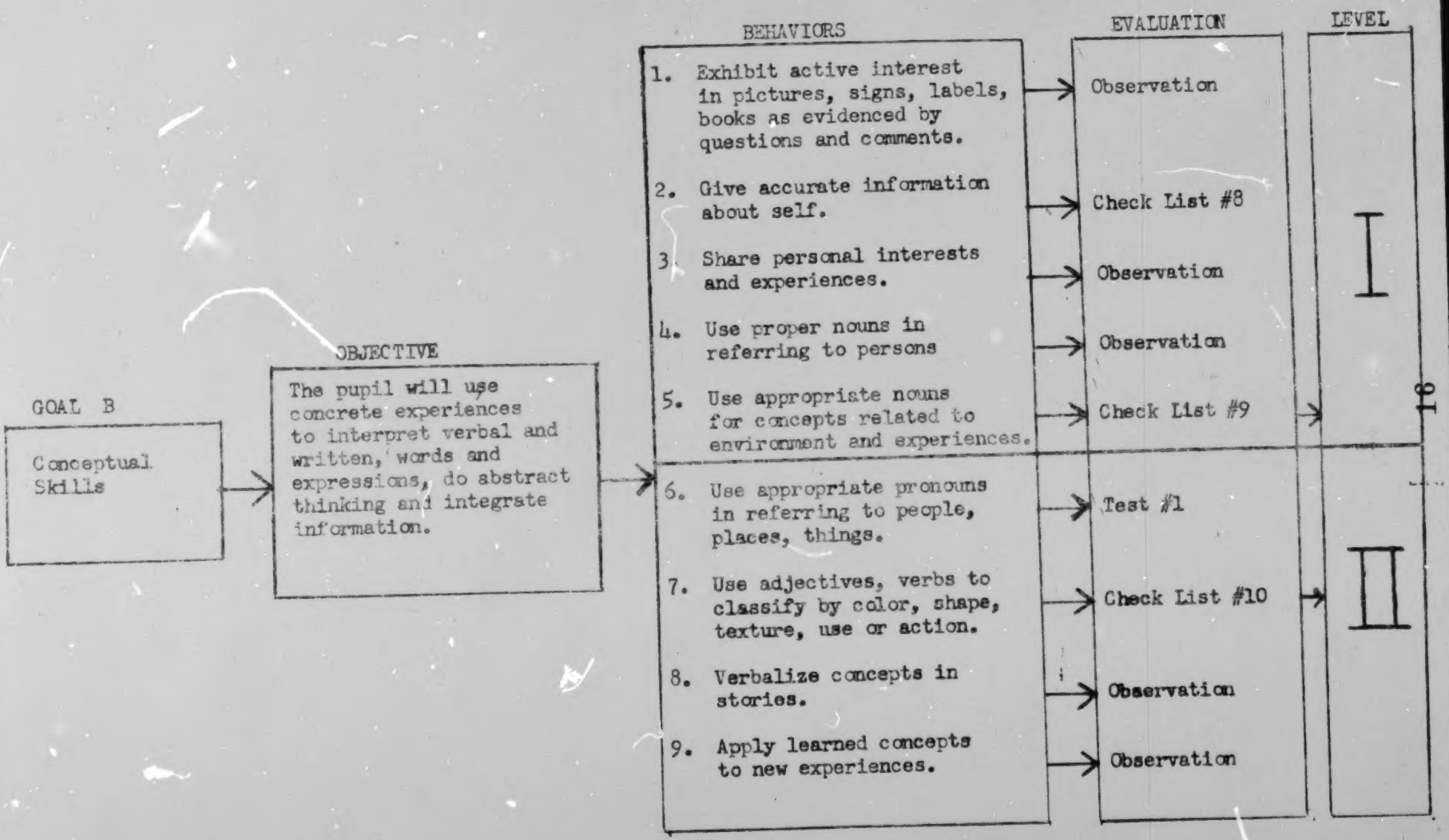
This numeral represents the possible score, 35% of which is the Needs Help score. The pupil should be given a lower level test.

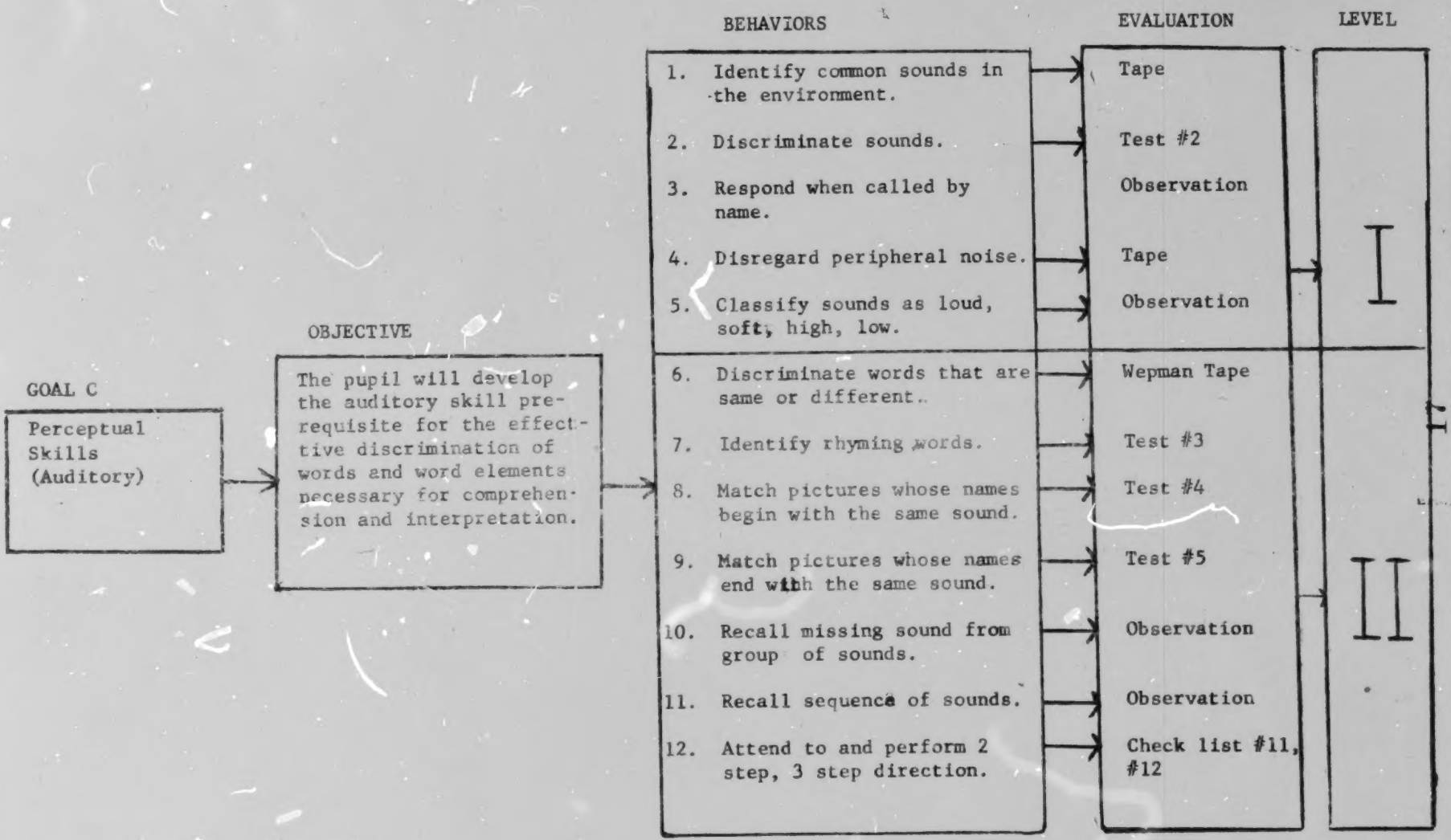
Enter here the number of correct responses.

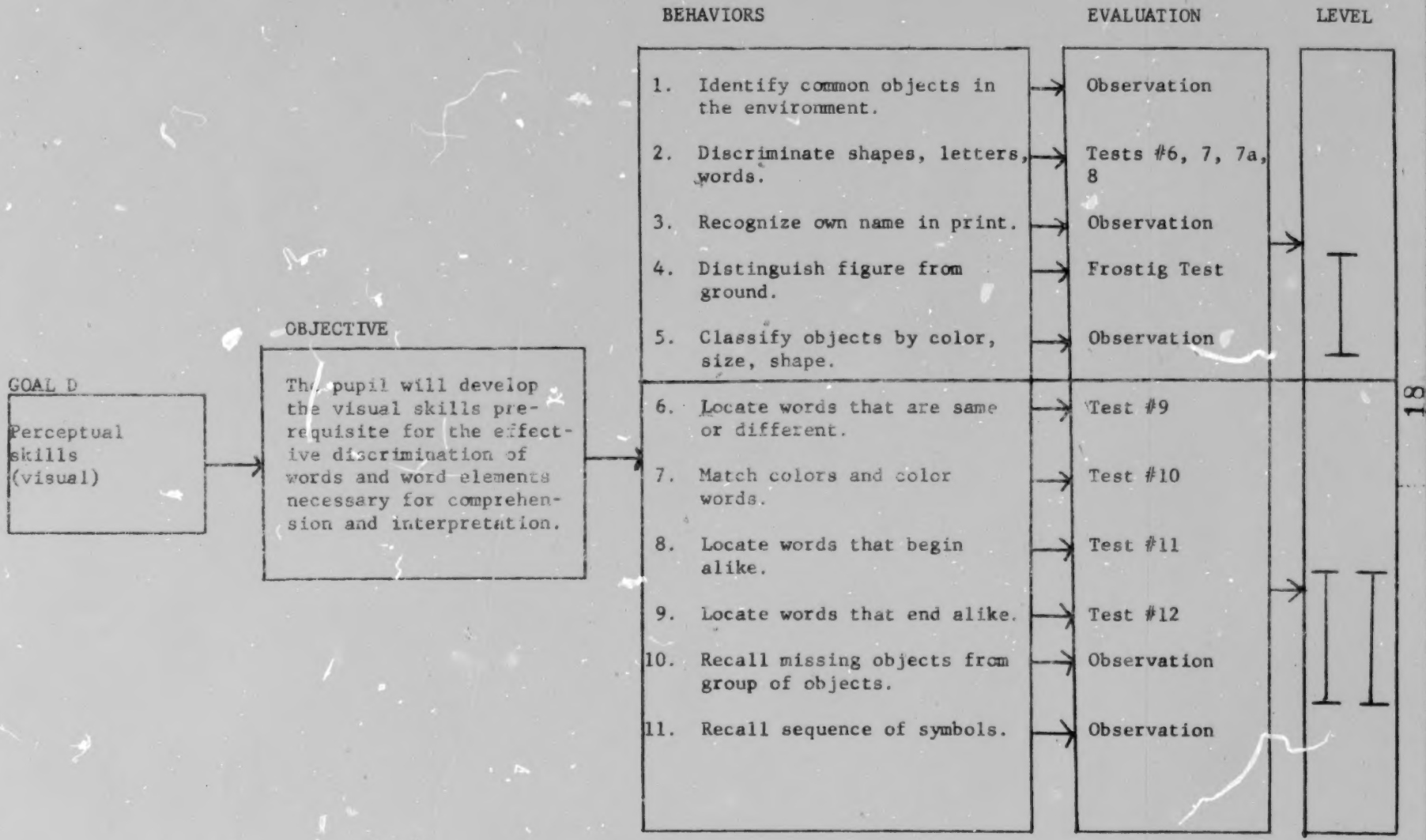
Each check list and test page shows the Behavioral Objective, appropriate measure, Level and Directions for Administering.

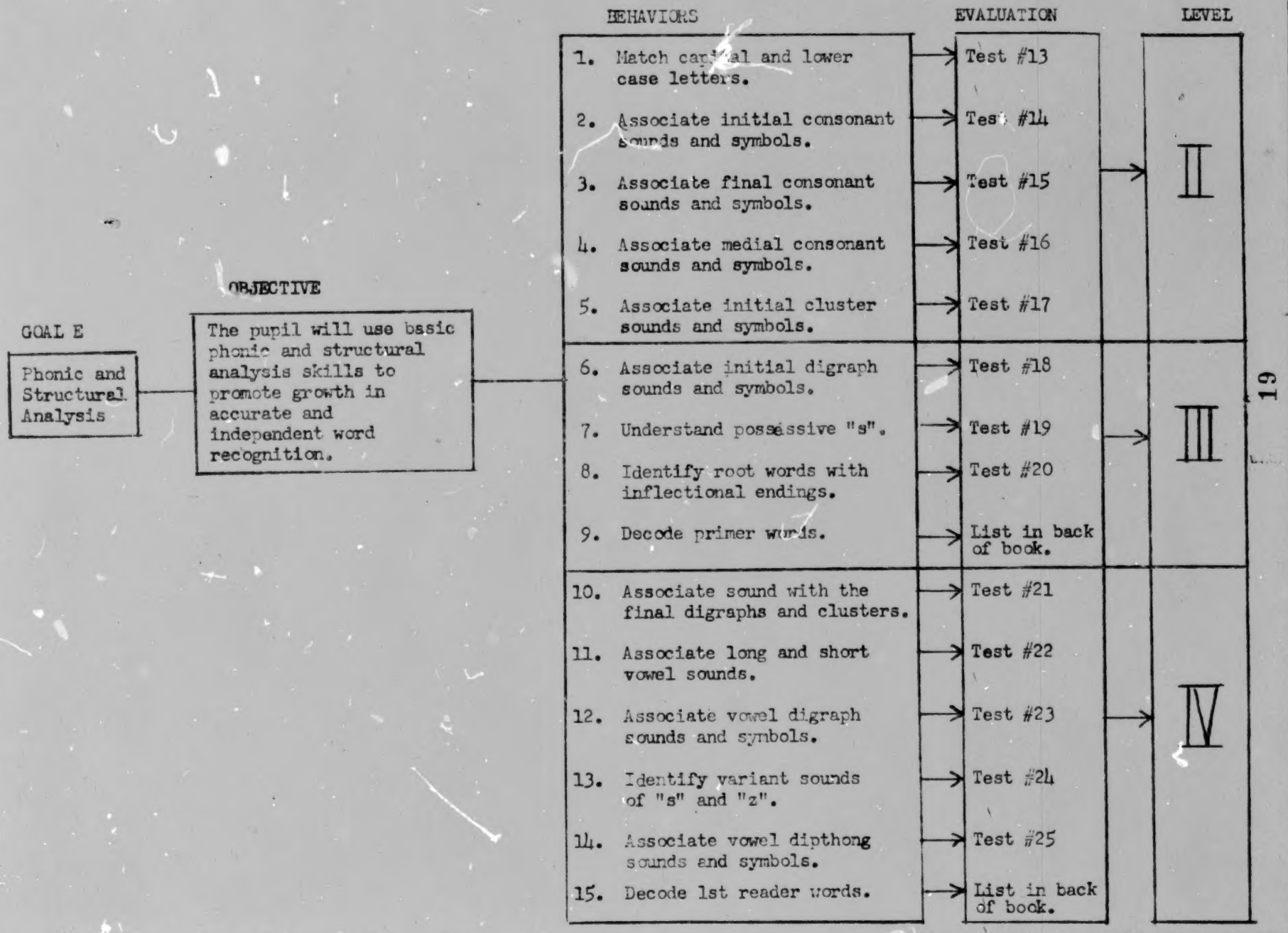
The Instructional Level will be determined by the use of the Fry Oral Reading Criterion Test.


GOAL A
Motor, Visual-Motor Coordination
OBJECTIVE
The pupil will develop, control and coordinate those motor, visual-motor and directional skills that are prerequisite to reading print.
BEHAVIORS
1. Run, jump, hop, skip, balance, walk a line, throw and catch a ball.
2. Show consistent preference for either left or right hand, foot, eye.
3. Locate and name own body parts.
4. Identify own left and right sides.
5. Identify left and right sides of 3-D objects and persons and pictured objects and persons.
6. Use fine muscle control necessary to hold and use crayons, scissors, pencils; color within guide lines; trace simple shapes.
7. Fixate eyes on stable object.
8. Track a moving object.
9. Move eyes rhythmically across page left to right and from end of line to beginning of next.
EVALUATION
Check List #1
Check List #2
Check List #3
Check List #4
Check List #5
Check List #6
Check List #7
Check List #7
Check List #7
LEVEL


GOAL B
Conceptual Skills
OBJECTIVE
The pupil will use concrete experiences to interpret verbal and written, words and expressions, do abstract thinking and integrate information.
BEHAVIORS
1. Exhibit active interest in pictures, signs, labels, books as evidenced by questions and comments.
2. Give accurate information about self.
3. Share personal interests and experiences.
4. Use proper nouns in referring to persons
5. Use appropriate nouns for concepts related to environment and experiences.
6. Use appropriate pronouns in referring to people, places, things.
7. Use adjectives, verbs to classify by color, shape, texture, use or action.
8. Verbalize concepts in stories.
9. Apply learned concepts to new experiences.
EVALUATION
Observation
Check List #8
Observation
Observation
Check List #9
Test #1
Check List #10
Observation
Observation
LEVEL
I
II


GOAL C
Perceptual Skills (Auditory)
OBJECTIVE
The pupil will develop the auditory skill prerequisite for the effective discrimination of words and word elements necessary for comprehension and interpretation.
BEHAVIORS
1. Identify common sounds in the environment.
2. Discriminate sounds.
3. Respond when called by name.
4. Disregard peripheral noise.
5. Classify sounds as loud, soft, high, low.
6. Discriminate words that are same or different.
7. Identify rhyming words.
8. Match pictures whose names begin with the same sound.
9. Match pictures whose names end with the same sound.
10. Recall missing sound from group of sounds.
11. Recall sequence of sounds.
12. Attend to and perform 2 step, 3 step direction.
EVALUATION
Tape
Test #2
Observation
Tape
Observation
Wepman Tape
Test #3
Test #4
Test #5
Observation
Observation
Check list #11, #12
LEVEL
I
II


GOAL D
Perceptual skills (visual)
OBJECTIVE
The pupil will develop the visual skills prerequisite for the effective discrimination of words and word elements necessary for comprehension and interpretation.
BEHAVIORS
1. Identify common objects in the environment.
2. Discriminate shapes, letters, words.
3. Recognize own name in print.
4. Distinguish figure from ground.
5. Classify objects by color, size, shape.
6. Locate words that are same or different.
7. Match colors and color words.
8. Locate words that begin alike.
9. Locate words that end alike.
10. Recall missing objects from group of objects.
11. Recall sequence of symbols.
EVALUATION
Observation
Tests #6, 7, 7a, 8
Observation
Frostig Test
Observation
Test #9
Test #10
Test #11
Test #12
Observation
Observation
LEVEL


GOAL E
Phonic and Structural Analysis
OBJECTIVE
The pupil will use basic phonic and structural analysis skills to promote growth in accurate and independent word recognition.
BEHAVIORS
EVALUATION
LEVEL
1. Match capital and lower case letters.
Test #13
2. Associate initial consonant sounds and symbols.
Test #14
3. Associate final consonant sounds and symbols.
Test #15
4. Associate medial consonant sounds and symbols.
Test #16
5. Associate initial cluster sounds and symbols.
Test #17
II
6. Associate initial digraph sounds and symbols.
Test #18
7. Understand possessive "s".
Test #19
8. Identify root words with inflectional endings.
Test #20
9. Decode primer words.
List in back of book.
III
10. Associate sound with the final digraphs and clusters.
Test #21
11. Associate long and short vowel sounds.
Test #22
12. Associate vowel digraph sounds and symbols.
Test #23
13. Identify variant sounds of "s" and "z".
Test #24
14. Associate vowel dipthong sounds and symbols.
Test #25
15. Decode 1st reader words.
List in back of book.
IV

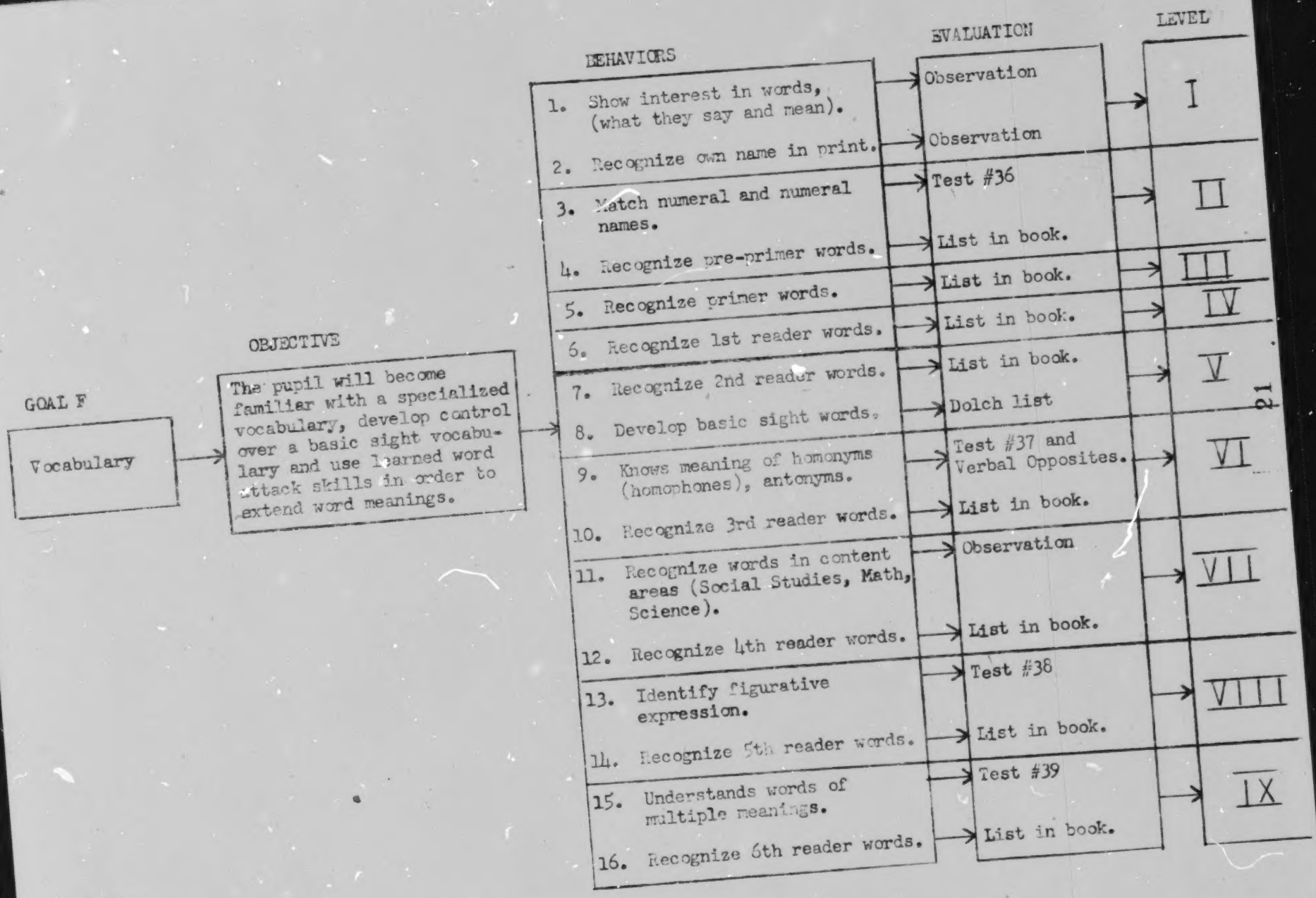
GOAL E
(continued)

Phonic and Structural Analysis

OBJECTIVE

The pupil will use basic phonic and structural analysis skills to promote growth in accurate and independent word recognition.

BEHAVIORS	EVALUATION	LEVEL
16. See compound words as a unit.	Test #26, 26a	V
17. Read and write contractions.	Test #27, 27a	
18. Identify and form words with comparative endings "er", "est".	Test #28	
19. Identify silent letters.	Test #29	
20. Decode 2nd reader words.	List in back of book.	
21. Identify variant sounds "c", "g".	Test #30	VI
22. Identify prefixes.	Test #31	
23. Identify suffixes.	Test #32	
24. Syllabicate 2, 3 syllable words.	Test #33	
25. Decode 3rd reader words.	List in back of book.	
26. Identify accented syllables.	Test #34	VII
27. Recognize additional prefixes and suffixes.	Test #35, 35a	VIII
28. Apply phonic skills to polysyllabic words.	Observation	IX


GOAL F
Vocabulary
OBJECTIVE
The pupil will become familiar with a specialized vocabulary, develop control over a basic sight vocabulary and use learned word attack skills in order to extend word meanings.
BEHAVIORS
1. Show interest in words, (what they say and mean).
2. Recognize own name in print.
3. Match numeral and numeral names.
4. Recognize pre-primer words.
5. Recognize primer words.
6. Recognize 1st reader words.
7. Recognize 2nd reader words.
8. Develop basic sight words.
9. Knows meaning of homonyms (homophones), antonyms.
10. Recognize 3rd reader words.
11. Recognize words in content areas (Social Studies, Math, Science).
12. Recognize 4th reader words.
13. Identify figurative expression.
14. Recognize 5th reader words.
15. Understands words of multiple meanings.
16. Recognize 6th reader words.
EVALUATION
Observation
Observation
Test #36
List in book.
List in book.
List in book.
List in book.
Dolch list
Test #37 and Verbal Opposites.
List in book.
Observation
List in book.
Test #38
List in book.
Test #39
List in book.
LEVEL
I
II
III
IV
V
VI
VII
VIII
IX

GOAL G

Comprehension and Interpretation

OBJECTIVE

The pupil will use the basic skills of comprehension to do reflective and critical thinking and reasoning with a variety of content and for a variety of purposes.

BEHAVIORS	EVALUATION	LEVEL
1. Tell what sees in picture.	Observation	I
2. Follow oral directions.	Observation	
3. Remembers ideas, characters from stories read or told.	Observation	
4. Dictate story suggested by object, picture or experience.	Observation	II
5. Sequentially relate an experience.	Observation	
6. Follow simple written direction.	Test # 40	
7. Understand related words.	Test # 41	III
8. Use context clues.	Test # 42	
9. Recall facts.	Test # 43	IV
10. Predict outcomes.	Test # 44	
11. Follow written directions.	Test # 45	V
12. Infer sequence.	Test # 46	
13. Discover main ideas and details.	Test # 47	VI
14. Perceive place, time, person, casual relationships.	Test # 48	
15. Infer cause and effect.	Use Basic Text	VII
16. Interpret maps, charts, graphs, time lines.	Social Studies activities	
17. Use typographical clues.	Basic Text	VIII
18. Draw logical conclusions.	Basic Text	
19. Summarize and organize information.	Basic Text	
20. Use antonyms.	Test # 49	
21. Discern fact and opinion.	Basic Text	IX
22. Discern relevancy, irrelevancy.	Basic Text	

GOAL H

Locational and Study Skills

OBJECTIVE

The pupil will develop those locational and study skills so necessary for successful functioning in the content fields.

BEHAVIORS	EVALUATION	LEVEL
1. Give sustained attention to a task. 2. Know letter names.	Observation Class Activity	I
3. Know letter sequence 4. Use picture dictionary	Test #50 Observation	II
5. Understand use of title page, table of contents. 6. Skim to locate word, phrase.	Observation Basic Text	III
7. Alphabetize to 1st letter.	Test #51	IV
8. Use table of contents for titles, page numbers, authors, index. 9. Skim to locate general idea.	Basic Text Basic Text	V
10. Select topic sentence in a simple selection. 11. Alphabetize to 2nd letter. 12. Use simple dictionary.	Basic Text Test #52 Class Activity	VI
13. Alphabetize to 3rd letter. 14. Skim to locate main idea and supporting details in paragraph. 15. Use card catalog. 16. Use glossary. 17. Use encyclopedia.	Test #53 Basic Text Library Activity Basic Text Social Studies Activity	VII
18. Skim to get general impression and/or specific refer. 19. Alphabetize complete word	Basic Text Test #54	VIII
20. Adjust speed to purpose and material. 21. Use adult dictionary.	Class Activity Observation	IX

BEHAVIORAL OBJECTIVE A 1: The pupil will run, jump, hop, skip, balance, walk a line, throw and catch a ball.

EVALUATION: Check List #1 LEVEL I

DIRECTIONS: Observe pupils during motor coordination and development activities of physical education class.

Name _____ Date _____

	Yes	No
1. Pupil can start to run on signal.	_____	_____
2. Pupil can stop on signal or at target.	_____	_____
3. Pupil can jump alternating feet together, feet apart.	_____	_____
4. Pupil can hop 5 times on both feet.	_____	_____
on left foot.	_____	_____
on right foot.	_____	_____
5. Pupil can skip.	_____	_____
6. Pupil can jump rope 3 times.	_____	_____
4 times.	_____	_____
more.	_____	_____
7. Pupil can walk a line forward.	_____	_____
backward.	_____	_____
left sideways.	_____	_____
right sideways.	_____	_____
8. Pupil can throw a ball to be caught.	_____	_____
9. Pupil can catch a ball.	_____	_____
10. Pupil can balance on each foot for count of 10.	_____	_____

BEHAVIORAL OBJECTIVE A 2: The pupil will show a consistent preference for either the left or right hand, foot, eye.

EVALUATION: Check list #2 LEVEL I

DIRECTIONS: Observe pupil as he performs the activities listed. Use L to indicate Left preference, R to indicate Right preference, A to indicate alternate use.

Name _____ Date _____

1. Preferred hand

   in reaching for an object _____

   cutting with scissors _____

   using crayons, paintbrush, pencil _____

   working puzzles _____

   throwing, catching _____

2. Preferred foot

   kicking a ball _____

   starting to run _____

3. Preferred eye

   sighting through a paper tube _____

BEHAVIORAL OBJECTIVE A 3: The pupil will correctly locate and name own body parts.

EVALUATION: Check list #3 LEVEL I

DIRECTIONS: 1. Administer test individually. 2. Ask pupil to point to part named. 3. Point to a part and say, "What do we call this?" 4. Indicate correct answers with ✓ in appropriate columns.

Name _____ Date _____

	Locate	Name		Locate	Name
head			waist		
ear			hip		
forehead			knee		
eye			leg		
nose			ankle		
mouth			foot		
chin			arm		
neck			elbow		
shoulder			wrist		
back			finger		
feet			eyes		
knees			ears		
hand			thumb		

BEHAVIORAL OBJECTIVE A 4: The pupil will correctly identify own left and right sides.

EVALUATION: Check list #4 LEVEL I

DIRECTIONS: 1. Administer test individually. 2. Observe pupils automatic response during games and/or flag salute. 3. Indicate correct responses with a check (✓).

Name _____ Date _____

Show me your

left hand	_____
right foot	_____
right ear	_____
left leg	_____
right eye	_____
right knee	_____
left side	_____
right leg	_____
right hand	_____
left eye	_____
left ear	_____
left foot	_____

BEHAVIORAL OBJECTIVE A 5: The pupil will correctly identify the left and right sides of 3-D objects, persons, pictured objects and persons.

EVALUATION: Check list #5 LEVEL I

DIRECTIONS: 1. Administer test individually. 2. Ask pupil to indicate left and right sides of the suggested objects and pictures. 3. Indicate correct response with ✓.

Name _____ Date _____

	Left	Right		Left	Right
box	_____	_____	doll	_____	_____
book	_____	_____	person	_____	_____
table	_____	_____	picture of ball	_____	_____
door	_____	_____	picture of tree	_____	_____
window	_____	_____	picture of house	_____	_____
room	_____	_____	picture of person	_____	_____

BEHAVIORAL OBJECTIVE A 6: The pupil will have fine muscle control necessary to hold and use crayons, scissors, paintbrush, pencil; color within guide lines; trace simple shapes.

EVALUATION: Check list #6 LEVEL I

DIRECTIONS: Observe pupils consistent ability to perform these acts during class activities.

Name_____ Date_____

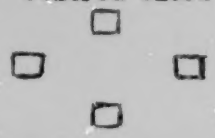
	Yes	No
1. Can hold and use large crayons.	_____	_____
2. Can hold and use scissors.	_____	_____
3. Can hold and use easel paintbrush.	_____	_____
4. Can hold and use primary pencil.	_____	_____
5. Can hold and use regular pencil.	_____	_____
6. Can color within guide lines (workbook picture).	_____	_____
7. Can trace simple shapes.	_____	_____

BEHAVIORAL OBJECTIVES A 7: The pupil will fixate eyes on stable object in various positions.
A 8: The pupil will track a moving object.
A 9: The pupil will move eyes rhythmically across page from left to right and from end of line to beginning of next.

EVALUATION: Check list #7 LEVEL I

Name _____ Date _____

A 7: Hold 1" x 1" colored block in 4 positions as--

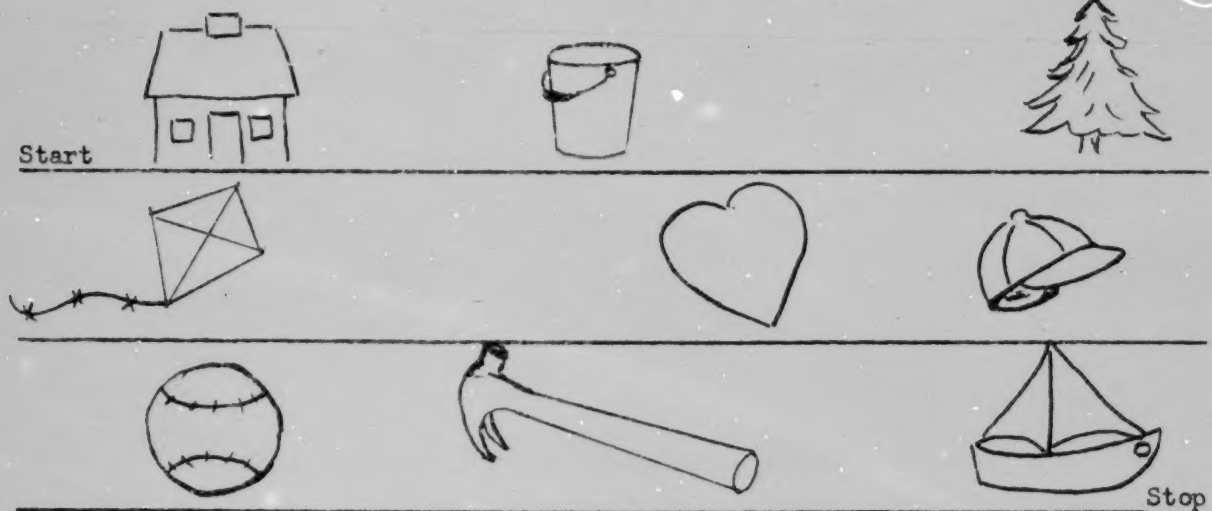


Put X on incorrect responses.

A 8: Target can be pencil with colored thumb tack in the eraser. Move target without pauses. Observe eye movements. Check (✓) correct response.

up and down	_____	in and out	_____
left to right	_____	right to left	_____
around to left	_____	around to right	_____

A 9: Ask pupil to read the pictures.



BEHAVIORAL OBJECTIVE B 2: The pupil will give accurate information about self.

EVALUATION: Check list #8 LEVEL I

DIRECTIONS: Write pupil responses. Check (✓) if readily and accurately supplied.

Name _____ Date _____

Name (first) (middle) (last) _____

Age _____

Birthdate _____

Address _____

Telephone _____

Father's name _____

Mother's name _____

Number of sisters _____

Names of sisters _____

Number of brothers _____

Names of brothers _____

BEHAVIORAL OBJECTIVE B 5: The pupil will use appropriate nouns for concepts related to environment.

EVALUATION: Check list #9 LEVEL I

DIRECTIONS: Ask the pupil to name as many things as he can in each category. Record his responses.

Name _____ Date _____

animals _____

occupations _____

places _____

vehicles _____

sounds _____

plants _____

stores _____

weather _____

furniture _____

clothes _____

toys _____

shapes _____

measurements _____

foods _____

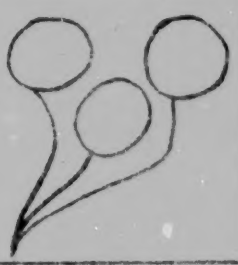
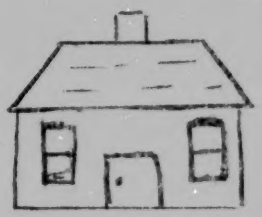
people _____

BEHAVIORAL OBJECTIVE B 6: The pupil will use appropriate pronouns when referring to people, places and things.

EVALUATION: Test #1 LEVEL II

DIRECTIONS: Ask the pupil to look at the picture and then choose the pronoun that goes with the picture and put X on it.

Name Date Score 4/5

	it	he	she	they
	he	it	me	she
	they	he	she	it
	her	she	them	my
	she	he	it	me

BEHAVIORAL OBJECTIVE # 6: The pupil will use adjectives and verbs to classify objects by color, shape, size, texture, use or action.

EVALUATION: Check list #10 LEVEL II

DIRECTIONS: Administer test individually. Record word pupil uses for each appropriate category.

Name Date

	Color	Shape	Size	Texture	Use	Action
Ball						
Scissors						
Clock						
Pencil						
Wheel						
Frog						
Dog						
Bell						
Airplane						
Fork						

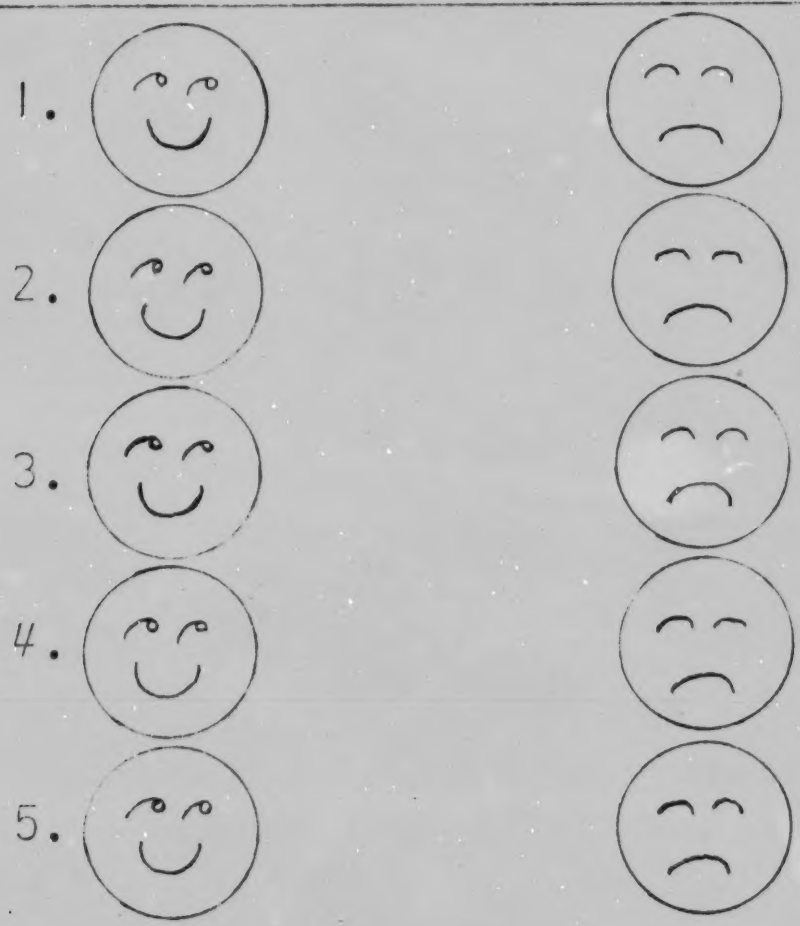
BEHAVIORAL OBJECTIVE C 2: The pupil will discriminate sound.

EVALUATION: Test #2 LEVEL I

DIRECTIONS: Have a bell, a rattle, and a rhythm stick which you will use out of pupil's view (screen the objects or have pupils close eyes). Say, "I am going to make two sounds. If they are just alike put X on the happy face. If they are not alike put X on the sad face."

1. ring bell . . . . . clap hands
2. shake rattle. . . . . ring bell
3. tap table with stick. . . . . clap hands
4. ring bell . . . . . ring bell
5. shake rattle. . . . . rap table with stick

NAME	DATE	SCORE	4/5

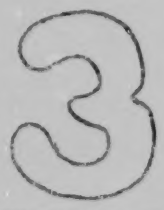
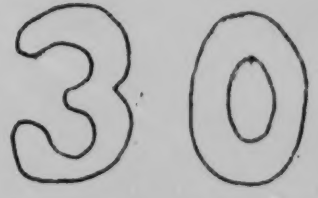
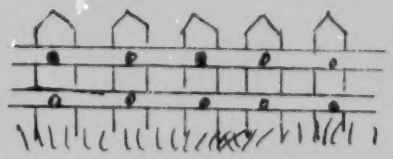
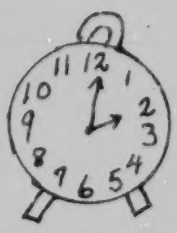


BEHAVIORAL OBJECTIVE C 7: The pupil will identify rhyming words.

EVALUATION: Test #3 LEVEL II

DIRECTIONS: "Look at the pictures in the first row. They are tree, three, thirty. Put X on the two pictures of words that rhyme." (Do the next rows in the same way.)

NAME DATE SCORE 4/5

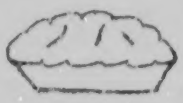
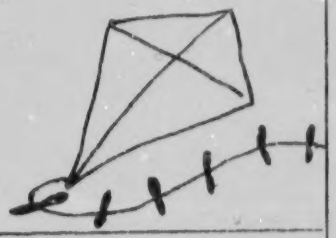
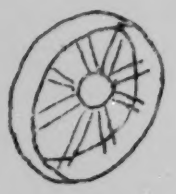
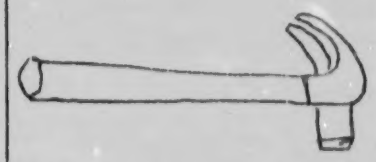
1			
2			
3			
4			
5			

BEHAVIORAL OBJECTIVE C 8: The Pupil will match pictures whose names begin with the same sound.

EVALUATION: Test #4 LEVEL II

DIRECTIONS: Explain that in each row of three pictures there are pictures whose names begin with the same sound. Ask the pupils to find the pictures than sound alike at the beginning and put a ◯ around each one.

NAME DATE SCORE 4 5

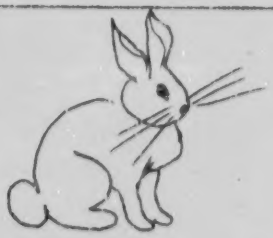
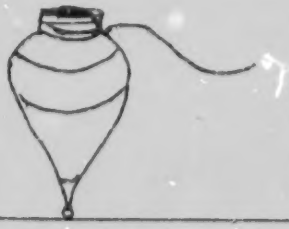
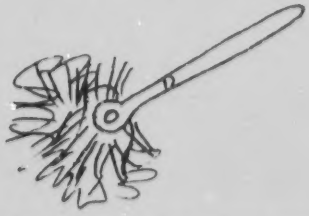
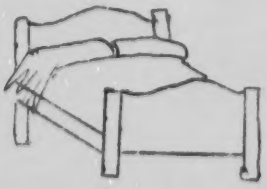
1			
2			
3			
4			
5			

BEHAVIORAL OBJECTIVE C 9: The pupil will match pictures whose names end with the same sound.

EVALUATION: Test #5 LEVEL II

DIRECTIONS: Ask the pupils to look across each row to find the pictures that sound alike at the end and then put X on each one.

NAME DATE SCORE 4 5

1			
2			
3			
4			
5			

BEHAVIORAL OBJECTIVES C 12: The pupil will attend to and perform a two-step oral direction without hesitation.

EVALUATION: Check list #11 LEVEL II

DIRECTIONS: These are suggested directions only. Teacher may use other directions of equal difficulty. This may be used as a small group activity with one child at a time performing a specific direction. Record with + and - the pupil's ability to attend and perform the direction assigned to him.

NAME _____ DATE _____

	attend	perform
1. Go to the bookshelf. Bring me the red book.	_____	_____
2. Take a piece of paper. Write a 5 on it.	_____	_____
3. Go to the painting easel. Pain three blue lines.	_____	_____
4. Sharpen this green pencil and give it to a friend.	_____	_____
5. Pick up a box of crayons and put it on the teacher's desk.	_____	_____

BEHAVIORAL OBJECTIVE C 12: The pupil will attend to and perform a three step oral direction without hesitation.

EVALUATION: Checklist #12 LEVEL II

DIRECTIONS: These are suggested directions only. The teacher may use other directions of equal difficulty. This may be used as a small group activity with one child at a time performing a specific direction. Record with + or - the pupil's ability to attend to and perform the direction assigned to him.

NAME DATE

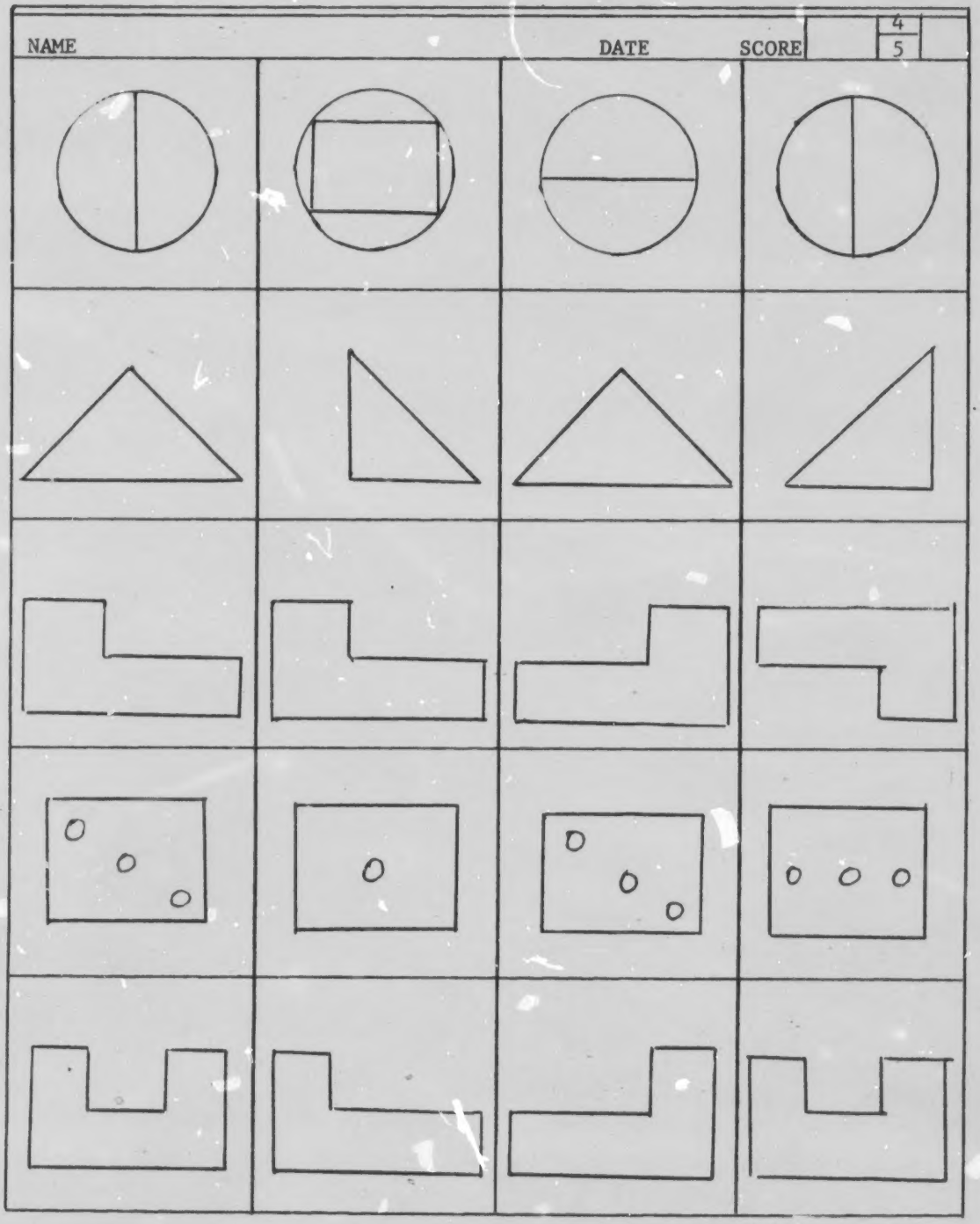
	attend	perform
1. Take a piece of white paper. Write your name on it. Put it in the round box.	_____	_____
2. Go to the library. Ask for the D encyclopedia. Bring it back to our room.	_____	_____
3. Go outside to the playground. Find five pebbles. Put them on the science table.	_____	_____

BEHAVIORAL OBJECTIVE D 2: The pupil will discriminate shapes.

EVALUATION: Test #6 LEVEL I

DIRECTIONS: Ask the pupils to put finger on the shape in the first box. Then look across the row and find another shape just like it and put X on it. (Do the other rows in the same way.)

NAME DATE SCORE 4/5



BEHAVIORAL OBJECTIVE D 2: The pupil will discriminate letters.

EVALUATION: Test #7 LEVEL I

DIRECTIONS: Ask the pupil to put finger on "d". Now look ac ss the row and find another "d" and put X on it. (Do the next rows in the same way.)

NAME	DATE	SCORE	4/5	
d	b p d P			
o	o c e a			
w	M w v m			
r	n h r u			
f	l i † f			

BEHAVIORAL OBJECTIVE D 2: The pupil will discriminate alphabet letters.

EVALUATION: Test #7a LEVEL I

DIRECTIONS:

1. Look at the letters in the first row. Put X on "f".
2. Look at the letters in the second row. Put X on "m".
3. Look at the letters in the third row. Put X on "h".
4. Look at the letters in the fourth row. Put X on "w".
5. Look at the letters in the fifth row. Put X on "e".
6. Look at the letters in the sixth row. Put X on "j".
7. Look at the letters in the seventh row. Put X on "b".
8. Look at the letters in the eighth row. Put X on "A".
9. Look at the letters in the ninth row. Put X on "i".
10. Look at the letters in the tenth row. Put X on "x".
11. Look at the letters in the eleventh row. Put X on "d".
12. Look at the letters in the twelfth row. Put X on "n".
13. Look at the letters in the thirteenth row. Put X on "o".
14. Look at the letters in the fourteenth row. Put X on "l".
15. Look at the letters in the fifteenth row. Put X on "c".
16. Look at the letters in the sixteenth row. Put X on "p".
17. Look at the letters in the seventeenth row. Put X on "k".
18. Look at the letters in the eighteenth row. Put X on "T".
19. Look at the letters in the nineteenth row. Put X on "s".
20. Look at the letters in the twentieth row. Put X on "g".
21. Look at the letters in the twenty-first row. Put X on "V".
22. Look at the letters in the twenty-second row. Put X on "r".

BEHAVIORAL OBJECTIVE D 2: The pupil will discriminate alphabet letters.

EVALUATION: Test #7a LEVEL II

DIRECTIONS: See next page.

NAME DATE SCORE ___ 19/22

1	f	t	l	k	12	m	n	r	M
2	n	m	w	v	13	c	e	o	g
3	h	r	n	N	14	l	f	P	t
4	z	w	z	s	15	o	e	c	d
5	o	c	e	Q	16	P	q	g	j
6	y	v	w	j	17	k	h	z	f
7	d	b	g	p	18	L	P	T	Z
8	A	M	W	N	19	s	z	c	r
9	i	r	t	l	20	p	h	g	d
10	v	w	z	x	21	V	W	U	M
11	b	d	h	n	22	n	r	m	h

BEHAVIORAL OBJECTIVE D 2: The pupil will discriminate words.

EVALUATION: Test #8 LEVEL I

DIRECTIONS: Ask pupils to find first word in box. It is "make". Look across the row and find another "make". Put X on it." (Do the next rows in the same way.)

NAME DATE SCORE 4/5

make	cake	make	bake
look	look	book	root
come	came	some	come
saw	was	saw	say
had	had	has	have

BEHAVIORAL OBJECTIVE D 6: The pupil will accurately locate words that are the same or different.

EVALUATION: Test #9 LEVEL II

DIRECTIONS: Have the pupils look at the word in the little box. Ask them to draw a ○ around it. Then have them find the words in the long box that match it (part 1) and are different (part 2). Draw a ○ around them.

NAME	DATE	SCORES	4/5	4/5

PART 1

see	sun	see	saw	see	so
box	big	box	boy	bag	box
top	top	top	toy	pot	yet
red	bed	seed	red	net	red
hat	hand	hat	hot	hat	not

PART 2

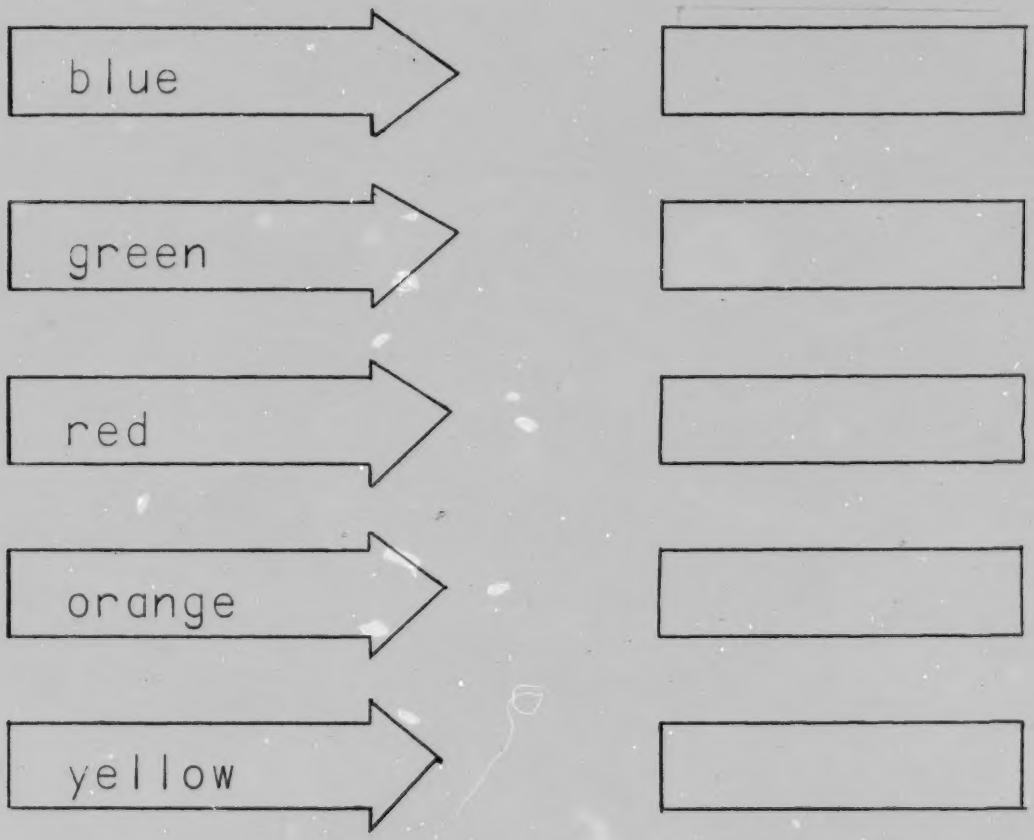
big	big	big	bug	big	bug
saw	was	saw	saw	saw	was
fun	fun	fun	fun	sun	fun
cold	cold	sold	cold	cold	cold
has	his	hat	has	has	hit

BEHAVIORAL OBJECTIVE D 7: The pupil will accurately match colors and color words.

EVALUATION: Test #10 LEVEL II

DIRECTIONS: Ask the pupils to read the color words in the arrows and then color the boxes that color.

NAME DATE SCORE 4/5



BEHAVIORAL OBJECTIVE D 8: The pupil will accurately locate words that begin alike.

EVALUATION: Test #11 LEVEL II

DIRECTIONS: Ask the pupils to look at the first word in the little box. Then to look at the five words in the row and put X on all the words that begin the same as the one in the box. (Do the next rows in the same way.)

NAME DATE SCORE 4/5

saw	as	set	yes	see	was
no	not	on	now	own	won
top	pot	stop	to	of	ten
man	am	nap	many	me	ran
he	has	me	hit	rat	let

BEHAVIORAL OBJECTIVE D 9: The pupil will accurately locate words that end alike.

EVALUATION: Test #12 LEVEL II

DIRECTIONS: Ask the pupils to look at the first word in the box. Now look at the five words in the row and put X on all the words that end the same as the one in the box. (Do the next rows in the same way.)

NAME				DATE	SCORE	9/10
pin	ten	pet	top	man	am	
did	cap	rug	bed	bob	said	
car	can	man	far	hen	hear	
pig	dog	hop	red	leg	hat	
has	yes	sea	sat	box	his	

BEHAVIORAL OBJECTIVE E 1 (continued)

NAME _____

g	p	d	G	b
D	d	p	q	b
r	R	P	d	B
s	Z	z	S	e
n	H	N	M	Z
T	I	t	k	f
w	m	N	M	W
b	B	D	P	d
e	F	f	E	s
Q	q	p	d	b
u	V	U	W	J
i	L	I	J	K
j	I	J	k	l
z	S	Z	w	f

BEHAVIORAL OBJECTIVE E 1: The pupil will accurately match capital and lower-case letters.

EVALUATION: Test #13 LEVEL II

DIRECTIONS: As the pupils to look at the letter in the box and then find the same letter in the row of letters. Put X on it.

NAME _____ DATE _____ SCORE 23/26

E	o	e	c	a
c	C	C	G	Q
f	F	K	T	E
L	T	I	l	i
K	h	k	d	z
d	D	P	B	O
t	f	T	I	L
m	N	M	u	U
O	c	o	e	a
v	w	V	x	z
a	q	p	O	A

BEHAVIORAL OBJECTIVE E 2: The pupil will accurately associate initial consonant sounds and symbols.

EVALUATION: Test #14 LEVEL II

DIRECTIONS: (See next page)

NAME _____ DATE _____ SCORE ___ 17/19

1.	c	e	p	t	d
2.	g	d	f	v	h
3.	o	t	n	s	b
4.	l	i	v	g	k
5.	j	l	s	t	y
6.	m	j	e	l	r
7.	k	r	b	d	s
8.	d	k	m	c	i
9.	f	p	v	h	o
10.	a	t	n	b	p
11.	y	d	f	l	g
12.	w	s	e	m	h
13.	b	r	j	f	t
14.	y	v	l	m	r
15.	q	w	j	b	n
16.	b	d	q	g	p
17.	l	v	t	n	u
18.	q	r	p	z	s
19.	k	l	q	m	j

DIRECTIONS for BEHAVIORAL OBJECTIVE E 2

Ask the pupils to circle the letter heard at the beginning of each of the following words. Wait about a count of 5 between saying each word.

1. cup
2. down
3. take
4. good
5. supper
6. jump
7. ride
8. machine
9. happy
10. noise
11. little
12. wash
13. fun
14. yellow
15. ball
16. puppy
17. very
18. zebra
19. kind

NOTE: Numbers 1 - 9 represent initial consonants taught in the Harper-Row 1st pre-primer; numbers 10 - 14 in the 2nd pre-primer; numbers 15 - 16 in the 3rd pre-primer; numbers 17 - 18 in the primer and number 19 in Book I.

BEHAVIORAL OBJECTIVE E 3: The pupil will associate final consonant sounds and symbols.

EVALUATION: Test #15 LEVEL II

DIRECTIONS: (See next page)

NAME _____ DATE _____ SCORE 18/20

1.	t	d	b	k	f
2.	p	r	n	l	d
3.	l	r	c	g	h
4.	b	t	p	h	d
5.	n	m	r	t	s
6.	r	l	p	f	g
7.	b	d	p	g	t
8.	t	r	d	m	n
9.	p	l	f	c	r
10.	n	b	h	j	k
11.	b	d	p	m	l
12.	g	h	t	s	r
13.	f	s	k	q	v
14.	m	ll	z	c	j
15.	d	p	n	m	k
16.	w	v	s	t	c
17.	g	h	f	b	m
18.	n	p	m	h	b
19.	b	s	t	p	g
20.	b	h	d	g	p

DIRECTIONS for BEHAVIORAL OBJECTIVE E 3

Ask the pupils to circle the letter he hears at the end of each of the following words.

1. nest
2. pail
3. door
4. red
5. down
6. girl
7. coat
8. bed
9. car
10. man
11. cap
12. dog
13. dress
14. ball
15. duck
16. five
17. chief
18. jam
19. hub
20. both

NOTE: Numbers 1 - 10 represent the final consonants presented in the Harper-Row primer.

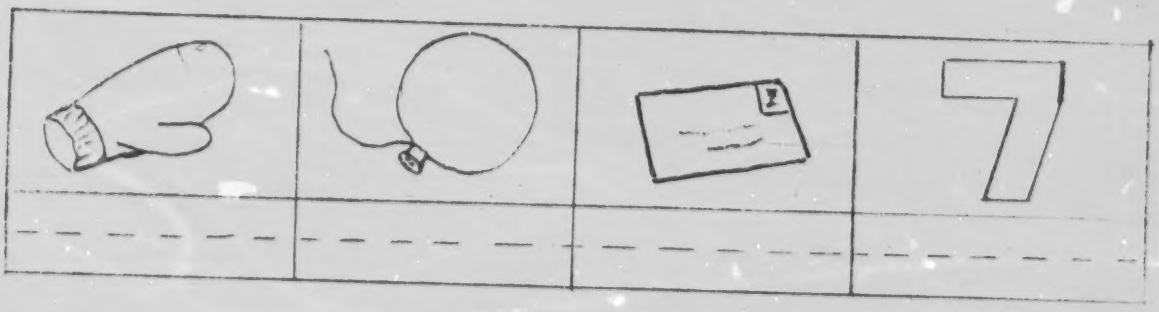
Numbers 11 - 20 represent the final consonants presented in Harper-Row Book I.

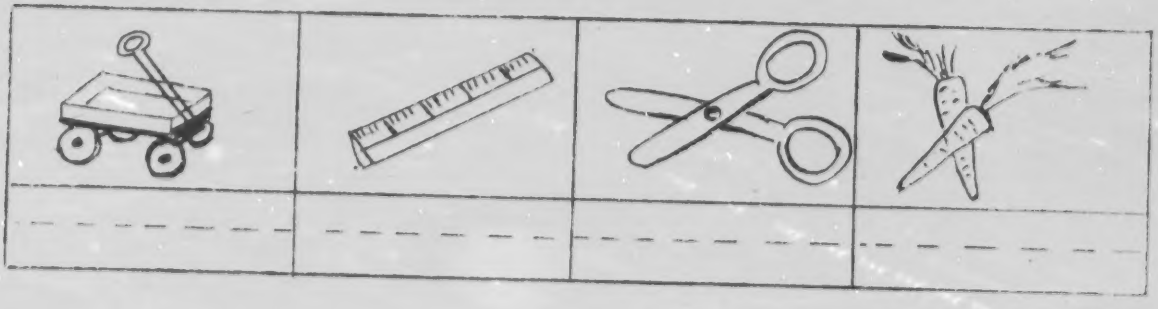
BEHAVIORAL OBJECTIVE E 4: The pupil will associate medial consonant sounds and symbols.

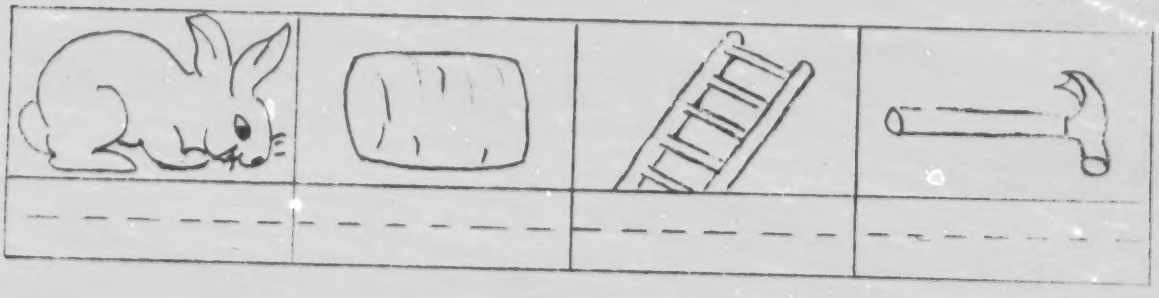
EVALUATION: Test #16 LEVEL II

DIRECTIONS: "Say the name of each picture softly to yourself." What letter do you hear in the middle of the word? Write it on the line under the picture.

NAME _____ DATE _____ SCORE ___ 10/12







BEHAVIORAL OBJECTIVE E 5: The pupil will associate initial cluster sounds and symbols.

EVALUATION: Test #17 LEVEL II

DIRECTIONS: (See next page)

	2
	3
	14
	16
	19
	22

NAME _____ DATE _____ SCORE _____

1.	stem	spell	shell	sell
2.	sing	sting	swing	sling
3.	stand	glad	place	grand
4.	black	back	deck	lack
5.	blast	flash	glass	chair
6.	crack	track	clack	shack
7.	bread	thread	bead	draw
8.	play	stay	flag	blue
9.	fog	frog	first	feast
10.	kick	wick	stick	quick
11.	stain	brain	train	drain
12.	scare	stare	spare	share
13.	sleep	steep	sheep	sweep
14.	still	small	swell	snake
15.	skill	shrill	spill	still
16.	sprain	strain	screen	skein
17.	trick	stick	brick	prick
18.	pretty	blue	play	glad
19.	skate	stay	speak	slate
20.	shell	snail	shake	sail
21.	start	tart	street	smart
22.	glow	slow	blow	show

DIRECTIONS for BEHAVIORAL OBJECTIVE E 5:

Flash and say each of these consonant blends. Ask the pupils to circle the word which contains the blend. Wait a count of 5 before flashing the next blend.

1. st
2. sw
3. gr
4. bl
5. ch
6. cr
7. dr
8. fl
9. fr
10. qu
11. tr
12. sc
13. sl
14. sm
15. sp
16. spr
17. br
18. pl
19. sk
20. sn
21. str
22. gl

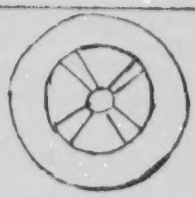
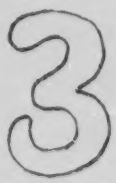
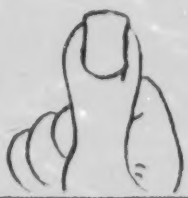
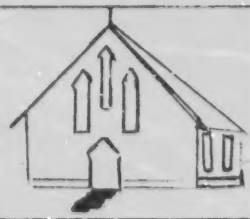
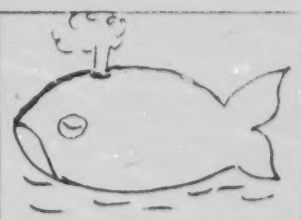
NOTE: Numbers 1 - 3 represent initial consonant blends taught in the Harper-Row pre-primer and primer; numbers 4 - 16 are in the 1st reader and numbers 17 - 22 are in the 3rd reader.

BEHAVIORAL OBJECTIVE E 6: The pupil will associate initial digraph sounds and symbols.

EVALUATION: Test #18 LEVEL III

DIRECTIONS: Draw a circle around the sound with which the name of the picture begins.

NAME _____ DATE _____ SCORE ___ 10/12

			
wh sh th ch	wh sh th ch	wh sh th ch	wh sh th ch
			
wh sh th ch	wh sh th ch	wh sh th ch	wh sh th ch
wh sh th ch	wh sh th ch	wh sh th ch	wh sh th ch

BEHAVIORAL OBJECTIVE 7: The pupil will understand the use of 's in forming the possessive.

EVALUATION: Test #19 LEVEL III

DIRECTIONS: Choose the right word to go in the space by drawing a line under it.

NAME _____ DATE _____ SCORE 9/10

1. You are your _____ child.

   Father Father's

2. This is _____ ball.

   Janet Janet's

3. Janet likes a blue ribbon. It is a _____ ribbon.

   girls girl's

4. Mark has a good idea. It is _____ idea.

   Mark's Mark

5. Mother lost her sweater. Have you found _____ sweater?

   Mother's Mother

6. Jim is my brother. I am my _____ sister.

   brothers brother's

7. I bought my dog a new collar. My _____ collar is green.

   dog's dogs

8. The lion has a mane. The _____ mane is shaggy.

   lions lion's

9. The rabbit has long ears. The _____ ears are floppy.

   rabbit's rabbit

10. I found this book outside. Is this _____ book?

    someone someone's

BEHAVIORAL OBJECTIVE E 8: The pupil will identify root words with inflectional endings.

EVALUATION: Test #20 LEVEL III

DIRECTIONS: Read each sentence and draw a line under the word that will fit in the blank.

NAME _____ DATE _____ SCORE | | 9 / 10 |

1. Mark likes to go _____ on the beach.

walks walking walked

2. Janet _____ at my red book.

looking looks looked

3. Mother is _____ the children to dinner.

called calls calling

4. He _____ to see us at the store.

happens happened happening

5. We _____ at the clown's funny tricks.

laughs laughing laughed

6. Mary and Ann were _____ to me.

talking talked talks

7. When I saw him Jerry had _____ to run.

starts started starting

8. The puppy went _____ down the street.

scampers scampered scampering

9. Are you _____ well today?

feels feeling feel

10. Did you hear Bill _____ to the boys?

shouted shouts shouting

BEHAVIORAL OBJECTIVE 10: The pupil will associate sound with final digraphs and clusters.

EVALUATION: Test #21 LEVEL IV

DIRECTIONS: (See next page)

NAME _____ DATE _____ SCORE 9/10

1.	bask	bank	batch
2.	lend	less	last
3.	chalk	catch	cash
4.	flash	flack	flame
5.	fried	friend	first
6.	bath	batch	bank
7.	wash	which	when
8.	brink	brush	bring
9.	hand	heart	hand
10.	rank	risk	rack

DIRECTIONS for BEHAVIORAL OBJECTIVE E 10:

Say these words and ask the pupils to draw a line under the word in each row that contains the same sound as that heard in the dictated word.

1. tank
2. tend
3. sash
4. slash
5. bend
6. tooth
7. rich
8. rush
9. land
10. bank

BEHAVIORAL OBJECTIVE E 11: The pupil will associate the long and short vowel sounds in words.

EVALUATION: Test #22 LEVEL IV

DIRECTIONS: Instruct the pupils to make a O around the words that have long vowel sounds and put X on the words with short vowel sounds.

NAME _____ DATE _____ SCORE ___ 18/20

1.	meat	11.	tree
2.	nine	12.	stove
3.	nut	13.	table
4.	cup	14.	five
5.	bone	15.	head
6.	snake	16.	rake
7.	lamp	17.	mop
8.	bed	18.	step
9.	cage	19.	plum
10.	stem	20.	men

BEHAVIORAL OBJECTIVE E 12: The pupil will associate vowel digraph sounds and symbols.

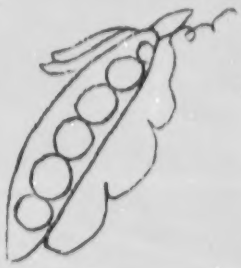
EVALUATION: Test #23 LEVEL IV

DIRECTIONS: Ask the pupils to listen as the name of the picture is read. Then ask them to put a ◯ around the letters which spell the word.

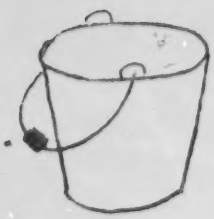
NAME _____ DATE _____ SCORE 8/9

bait
boat
beam

got
gait
goat



peas
pen
play



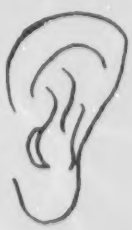
pail
pay
peal

read
road
rain

fun
fed
feet

bet
best
beet

heap
hay
had



end
ear
egg

BEHAVIORAL OBJECTIVE E 13; The pupil will identify the variant sounds of S and Z.

EVALUATION: Test #24 LEVEL IV

DIRECTIONS: Have the pupils put ✗ by the words that have the Z sound. Put a line through the words that have the S sound.

NAME _____ DATE _____ SCORE 12/14

1. legs
2. post
3. seem
4. goes
5. send
6. last
7. eyes
8. wins
9. soft
10. noise
11. leaves
12. outside
13. sad
14. use

BEHAVIORAL OBJECTIVE E 14: The pupil will associate vowel diphthong sounds and symbols.

EVALUATION: Test #25 LEVEL IV

DIRECTIONS: Find a word in the list that will fit in the sentence. Write it.

NAME_____ DATE_____ SCORE | | 9/10 |

1.	The queen is wearing a _____.	toy
2.	Mary has a _____ dress.	house
3.	My car needs gas and _____.	found
4.	Baby has a new _____.	drown
5.	I live in a white _____.	new
6.	Mark _____ a penny.	flew
7.	The farmer has a black _____.	oil
8.	The birds _____ south today.	noise
9.	The _____ won the race.	cow
10.	Did you hear that _____?	boy

BEHAVIORAL OBJECTIVE E 16: The pupil will see compound words as a unit.

EVALUATION: Test #26 LEVEL V

DIRECTIONS: Have the pupils make one word from two words that they know by drawing a connecting line.

NAME _____ DATE _____ SCORE | | 9/10 |

1. dog	11. light
2. hill	12. house
3. sun	13. man
4. fire	14. one
5. bed	15. side
6. out	16. way
7. post	17. thing
8. story	18. room
9. some	19. man
10. any	20. book

BEHAVIORAL OBJECTIVE E 16: The pupil will see compound words as a unit.

EVALUATION: Test #26a. LEVEL V

DIRECTIONS: Each word below is made from two little words joined together. Make a circle around each of the little words.

NAME _____ DATE _____ SCORE 19/20

1. sailboat
2. popcorn
3. something
4. everyone
5. uptown
6. sailboat
7. pineapple
8. afternoon
9. bedroom
10. sometime
11. anywhere
12. butterfly
13. birdhouse
14. downstairs
15. somebody
16. rainbow
17. playground
18. windmill
19. sunshine
20. goldfish

BEHAVIORAL OBJECTIVE E 17: The pupil will accurately read and write contractions.

EVALUATION: Test #27 LEVEL V

DIRECTIONS: Ask the pupil to read the words in Column 1 and write the one word that means the same in Column 2.

NOTE: Numbers 1 - 11 are contractions taught in Harper-Row 2nd reader. Numbers 12 - 17 are contractions taught in Harper-Row 3rd reader.

NAME _____ DATE _____ SCORE ___/15/17

	1	2
1.	I am	_____
2.	it is	_____
3.	did not	_____
4.	do not	_____
5.	have not	_____
6.	are not	_____
7.	will not	_____
8.	can not	_____
9.	is not	_____
10.	could not	_____
11.	what is	_____
12.	I have	_____
13.	let us	_____
14.	that is	_____
15.	would not	_____
16.	I will	_____
17.	they are	_____

BEHAVIORAL OBJECTIVE E 17: The pupil will accurately read and write contractions.

EVALUATION: Test #27a LEVEL V

DIRECTIONS: Match words in Column 1 with words in Column 2 by drawing a line between them.

NAME _____ DATE _____ SCORE | | 18/20 |

1	2
there's	are not
we're	you will
didn't	I am
you'll	let us
it's	there is
doesn't	do not
can't	we are
I'm	that is
he's	we will
aren't	she will
let's	I have
she'll	does not
don't	I will
that's	is not
you're	you have
you've	you are
isn't	did not
we'll	it is
I'll	cannot
I've	he is

BEHAVIORAL OBJECTIVE E 18: The pupil will understand when to use the adjective forms of er, est.

EVALUATION: Test #28 LEVEL V

DIRECTIONS: Add er or est to the word at the right of each sentence and write it in the sentence. Now read the sentence to see if it sounds right.

NAME _____ DATE _____ SCORE | | 9 / 10 |

1.	Of the six kittens, the white one is the _____.	wild
2.	Susan is three years _____ that her sister.	old
3.	A lion is _____ than a bear.	fierce
4.	The grass is _____ since he watered it.	green
5.	The days are _____ in the summer than in the winter.	long
6.	This problem is _____ to do than the first one.	hard
7.	The clown is the _____ one in the circus.	funny
8.	This is the _____ day we have had this week.	cool
9.	The _____ runner won the race.	fast
10.	That's the _____ noise I've ever heard.	loud

BEHAVIORAL OBJECTIVE E 19: The pupil will recognize the silent letters of kn, wr, gn.

EVALUATION: Test #29 LEVEL V

DIRECTIONS: Say, "Here are some words with silent consonants. Cross out every silent consonant you can find."

NAME _____ DATE _____ SCORE ___ 12/14

1. knot	11. true	21. wreck
2. grow	12. grab	22. wise
3. wrap	13. knob	23. know
4. walk	14. from	24. green
5. knee	15. write	25. gnash
6. write	16. press	26. water
7. keep	17. knit	27. when
8. grass	18. wing	28. wrote
9. knew	19. wren	29. winter
10. kept	20. grade	30. gnat

BEHAVIORAL OBJECTIVE E 21: The pupil will identify the variant (hard, soft) sounds of C and G.

EVALUATION: Test #30 LEVEL VI

DIRECTIONS: Explain where to find the key word. Say, "Put an X in the box by the word that has the same "C" or "G" sound as the key word.

NAME _____ DATE _____ SCORE 14/16

guess		course	
	leg		cattle
	strange		carry
	cottage		except
	big		ice
gentle		juicy	
	giant		cent
	large		country
	garden		popcorn
	forgot		circle
goes		coat	
	gate		cover
	frog		fence
	begin		care
	orange		city
gill		center	
	gay		cake
	vegetable		juice
	gym		cow
	gum		car

BEHAVIORAL OBJECTIVE E 22: The pupil will identify prefixes.

EVALUATION: Test #31 LEVEL VI

DIRECTIONS: Add one of these prefixes to each syllable to form a real word and in each sentence write one of the words you have just made.

NAME _____ DATE _____ SCORE 28/32

	re	de	be
1.	_____ cay		9. _____ gin
2.	_____ neath		10. _____ cord
3.	_____ mind		11. _____ tween
4.	_____ read		12. _____ peat
5.	_____ pend		13. _____ cause
6.	_____ cide		14. _____ lieve
7.	_____ part		15. _____ main
8.	_____ fore		16. _____ move

1. I will leave _____ 10 o'clock.
2. Be sure to _____ the time you left.
3. You will find it _____ that pile of papers.
4. Please _____ me to do an errand.
5. The game will _____ on time.
6. She will arrive _____ one and two o'clock.
7. They will _____ the show tomorrow.
8. Take care of your teeth so they will not _____.
9. It was such a good story that I want to _____ it.
10. Where did you _____ to go?
11. The campers will _____ for camp in an hour.
12. Do you really _____ that story?
13. You go. I will _____ here for awhile.
14. Our trip will _____ on the weather.
15. He went early _____. They called him.
16. Do not _____ the box from this room.

BEHAVIORAL OBJECTIVE E 23: The pupil will identify suffixes.

EVALUATION: Test #32 LEVEL VI

DIRECTIONS: Add the suffix en or ful to each root word and write it in the sentence.

NAME_____ DATE_____ SCORE | 9/10 |

1.	force	1. Jim is a very _____ speaker.
2.	light	2. Please carry this box and _____ the load.
3.	play	3. That kitten is a very _____ one.
4.	less	4. Close the door to _____ the noise.
5.	grate	5. We are very _____ for your help.
6.	fast	6. Be sure to _____ the gate when you leave.
7.	soft	7. A little heat will _____ the butter.
8.	arm	8. I see you have an _____ of packages.
9.	rest	9. This is a very _____ activity.
10.	care	10. Try to be _____ when you use that tool.

BEHAVIORAL OBJECTIVE E 24: The pupil will syllabicate two and three syllable words.

EVALUATION: Test #33 LEVEL VI

DIRECTIONS: Read these words and write the number of syllables in each one.

NAME _____ DATE _____ SCORE ___ 27/30

1.	entertain	_____	16.	interrupt	_____
2.	figure	_____	17.	finger	_____
3.	agree	_____	18.	middle	_____
4.	order	_____	19.	balance	_____
5.	because	_____	20.	actor	_____
6.	vacation	_____	21.	champion	_____
7.	important	_____	22.	escape	_____
8.	remember	_____	23.	examine	_____
9.	travelers	_____	24.	hurricane	_____
10.	treasure	_____	25.	policeman	_____
11.	magazine	_____	26.	breakfast	_____
12.	handkerchief	_____	27.	station	_____
13.	favorite	_____	28.	explain	_____
14.	blueberry	_____	29.	vegetable	_____
15.	horrified	_____	30.	donkey	_____

BEHAVIORAL OBJECTIVE E 26: The pupil will perceive accented syllables.

EVALUATION: Test #34 LEVEL VII

DIRECTIONS: "Say each word softly to yourself and put the accent mark on the syllable that you hear more clearly."

NAME _____ DATE _____ SCORE 18/20

1.	radiate	11.	radiation
2.	compete	12.	competition
3.	imagine	13.	imagination
4.	restore	14.	restoration
5.	conserve	15.	conservation
6.	engage	16.	hardly
7.	powder	17.	monkey
8.	mention	18.	enclose
9.	passenger	19.	mistake
10.	army	20.	alarm

BEHAVIORAL OBJECTIVE E 27: The pupil will recognize additional prefixes and suffixes.

EVALUATION: Test #35 LEVEL VIII

DIRECTIONS: Decide which of these prefixes can be added to each word. Write the new form of the word.

NAME _____ DATE _____ SCORE [ ] 18/20

	un	in	im	dis	ir
1.	responsible	_____		11. predictable	_____
2.	possible	_____		12. replaceable	_____
3.	inspired	_____		13. seasoned	_____
4.	sensitive	_____		14. active	_____
5.	regular	_____		15. movable	_____
6.	patient	_____		16. practical	_____
7.	honest	_____		17. attentive	_____
8.	explained	_____		18. abridged	_____
9.	loyalty	_____		19. agree	_____
10.	formal	_____		20. believe	_____

BEHAVIORAL OBJECTIVE E 27: The pupil will recognize additional suffixes.

EVALUATION: Test #35a LEVEL VIII

DIRECTIONS: Read the word before each sentence. Decide if it should have suffix ic or ion added to it. Write the word in the blank.

NAME _____ DATE _____ SCORE | | 9/10 |

collect	My friend has a fine _____ of stamps.
hero	The fireman have done many _____ things.
atmosphere	Tests of _____ conditions are made by the weather bureau.
suggest	Sue took her mother's _____ and wore her green dress.
energy	Most athletes are very _____ people.
attract	The monkeys are the main _____ at the zoo.
photograph	This is a good _____ likeness of her.
educate	You will need a good _____ to do that job.
affect	The cat showed great _____ for her kittens.
majesty	The mountain scenery is quite _____.

BEHAVIORAL OBJECTIVE F 3: The pupil will match numeral and numeral names.

EVALUATION: Test #36 LEVEL II

DIRECTIONS: Draw a line from the numeral name to the numeral.

NAME DATE SCORE 9/10

one	10
four	6
two	9
seven	3
ten	1
five	7
eight	2
three	5
nine	4
six	8

BEHAVIORAL OBJECTIVE F 9: The pupil will know meaning of homonyms.

EVALUATION: Test #37

DIRECTIONS: Draw a ◯ around the right word in the list and write it in the space.

NAME	DATE	SCORE	17
			19

1.	Have you _____ that story?	red
2.	I have a new _____ coat.	read
3.	The _____ stung the little boy.	be
4.	Do you want to _____ a swimmer.	bee
5.	The _____ is shining.	son
6.	That man's _____ is my brother.	sun
7.	Did you hurt your _____?	I
8.	_____ would like to go with you.	eye
9	I have _____ blue books.	to
10.	Will you come _____?	two
11.	Come _____ my birthday party.	too
12.	He _____ you are coming.	nose
13.	Everyone has a _____.	knows
14.	Did you _____ me call?	here
15.	Please come _____ a minute.	hear
16.	_____ is a new girl in our class.	an
17.	Mary's mother is _____ artist.	Ann
18.	I will _____ you tomorrow.	see
19.	Ships sail on the _____.	sea

BEHAVIORAL OBJECTIVE F 13: The pupil will identify figurative expressions.

EVALUATION: Test #38 LEVEL VIII

DIRECTIONS: Read Rachel Field's poem City Lights, while pupils follow on their copy. Ask the pupils to write the words they think help to paint a vivid picture.

NAME DATE SCORE /5

1.

2.

3.

4.

5.

BEHAVIORAL OBJECTIVE F 15. The pupil will understand words of multiple meanings.

EVALUATION: Test #39 LEVEL IX

DIRECTIONS: "These words have more than one meaning. Write two sentences for each word showing different meanings for each word."

jam bank bark ring stand

NAME DATE SCORE 9/10

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

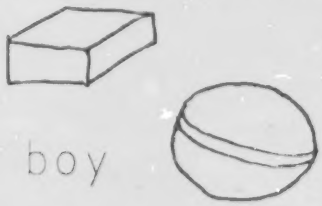
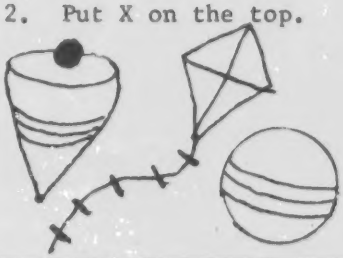
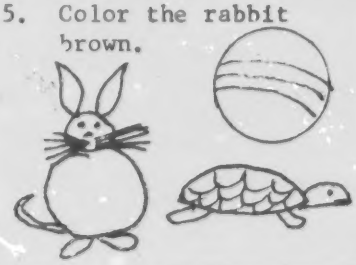
_____

BEHAVIORAL OBJECTIVE G 6: The pupil will accurately follow written directions.

EVALUATION: Test #40 LEVEL II

DIRECTIONS: Follow those on test page.

NAME DATE SCORE 8/9

1. Color the ball red.  	2. Put X on the top. 	3. Put a ◯ around a boy's name. Janet Sue Mark
4. Draw a tree by a house. 	5. Color the rabbit brown. 	6. Put X on a numeral. A 6 △ □ C
7. Write 6 between 4 and 5.	8. Write R between Q and S and C between B and D.	9. Draw 3 things. ** First draw a toy. Second draw a person. Third draw a building.

** Use another paper for the execution of this.

BEHAVIORAL OBJECTIVE G 7: The pupil will understand related words.

EVALUATION: Test #41 LEVEL III

DIRECTIONS: Read the sentences. Ask the pupils to think how the circled words go together. Then to look at the underlined word and underline the word at the side that goes with it.

NAME	DATE	SCORE	4
			5

1. (Trees) are to (forest) as stores are _____. city, land
2. (Cat) is to (kitten) as dog is to _____. colt, puppy
3. (Bark) is to (dog) as mew is to _____. cat, cow
4. (Car) is to (street) as ship is to _____. sea, road
5. (Hat) is to (head) as shoe is to _____. leg, foot

BEHAVIORAL OBJECTIVE G 8: The pupil will use context clues to obtain meaning.

EVALUATION: Test #42 LEVEL III

DIRECTIONS: Have the pupils read the story and select the appropriate word to fit into each blank space from the list of words.

NAME	DATE	SCORE		9
				10

Janet and Mark _____ to grandfather's farm. They saw some _____ on the farm. They made _____ of the animals. Janet's pet was a little black _____. The hen was sitting on her _____. Janet _____ ten _____ in the next. Mark's pet was little _____ rabbit. The rabbit _____ after _____ wherever he went.

1. went	3. hen	5. animals	7. next	9. eggs
2. pets	4. found	6. brown	8. hopped	10. Mark

BEHAVIORAL OBJECTIVE G 9: The pupil will recall facts from a selection.

EVALUATION: Test #43 LEVEL IV

DIRECTIONS: Have the pupil read the selection and answer the questions by putting X on the YES or NO column.

NAME	DATE	SCORE	4/5

Mother Rat called, "Come, little babies and play tag with me." A baby rat ra- after Mother Rat. A big fat cat saw the baby rat. She said, "I like to play tag, too. Play with me, little rat." Then the cat ran after the baby rat. She said, "At last I have you." But the baby rat ran away very fast.

	YES	NO
1. Mother Rat wanted to play tag.	____	____
2. The big cat did not want to play.	____	____
3. The baby rat ran after Mother Rat.	____	____
4. The cat caught the baby rat.	____	____
5. The baby rat ran away.	____	____

BEHAVIORAL OBJECTIVE G 10: The pupil will read a selection and predict outcomes.

EVALUATION: Test #44 LEVEL IV

DIRECTIONS: Have the pupils read the story and question in each box. Then have them read the possible answers and underline the most appropriate one.

NAME DATE SCORE 3/4

1. The Waters family is on their vacation. They want to see an Indian village, but they don't know what road to take.

* What will they do next?

They will stare at each other.

They will look at a map.

They will go north.

2. Mrs. Welis is at home. She is making a cake for a birthday party. She hears the doorbell ring.

* What will happen next?

She will go on making the cake.

She will go to the door.

She will run away.

3. It is summer. The vegetables in the garden are ready to eat, but Mary's mother wants to keep some vegetables for the winter.

* What will happen next?

She will can the vegetables.

She will eat them right away.

She will send them away.

4. Serafina is in the pasture. Marco walks up to her. He is carrying a beautiful red harness on his arm.

* What will happen next?

He will harness the donkey.

He will feed her.

He will play a tune.

BEHAVIORAL OBJECTIVE G 11: The pupil will follow written directions.

EVALUATION: Test #45 LEVEL V

DIRECTIONS: "Do what the 2nd sentence tells you."

NAME	DATE	SCORE	4
			5

1. A house can have many windows.

   Put an X on the word that means more than one.

2. Mark has a sister who is older than he.

   Put an X on the boy's name.

3. Janet has a new little brown puppy.

   Put a box around the color of the puppy.

4. Father planted six little trees in the yard.

   Make a circle around the word that tells how many.

5. Billy has a new baseball.

   Put an X on the shortest word in the sentence.

BEHAVIORAL OBJECTIVE G 12: The pupil will infer sequence by arranging events in order of occurence.

EVALUATION: Test #46 LEVEL V

DIRECTIONS: Have the pupils number the sentences from 1 to 10 as they might have happened.

NAME DATE SCORE 4/5

_____ He saw a shiny ball bat.

_____ Dick walked downtown.

_____ He called his friend Mark.

_____ He said, "I want to buy the bat."

_____ He stopped at the toy store.

_____ He ran all the way home.

_____ The boys played for an hour.

_____ It was a good game.

_____ He paid the store keeper for the bat.

_____ Mark brought his new baseball.

BEHAVIORAL OBJECTIVE G 13: The pupil will accurately select main idea and supporting details.

EVALUATION: Test #47 LEVEL VI

DIRECTIONS: Have the pupils read the story. Then have them read each sentence at the bottom of the page. Have them write YES if the sentence is true, and NO if it is not true. Have them put X by the most suitable title.

NAME	DATE	SCORE	9/10

Big Tarantula decided he wanted to cause some excitement and have some fun. He called to his four tarantula friends, "Come with me to see my daddy. I have an idea," Big T. asked, "May we have some big shoes? We want to put them on and go for a walk tonight when it gets dark. We will make a lot of noise and all the people will wonder who is making such a racket. They will look to see who is running outside in the middle of the night."

YES or NO?

Big T. have five friends. _____

Children were running down the street. _____

Big T. asked his daddy for some shoes. _____

Big T. wanted to have some fun. _____

Four friends went with Big T. to see his daddy. _____

Big T. wanted shoes to surprise the people. _____

TITLES

The Green Bug _____ Tarantula's Idea _____

Daddy's Shoes _____ The Big Noise _____

BEHAVIORAL OBJECTIVE G 14: The pupil will perceive place, time, person and casual relationships.

EVALUATION: Test #48 LEVEL VI

DIRECTIONS: The underlined part of each sentence will tell who, what, how, when, where, or why. Read the sentence and decide what the part tells. Write the right word beside the sentence.

NAME DATE SCORE 9/10

1. Late in the afternoon Ramon crawled out from under the platform. _____
2. Serafina would not work because she wanted music. _____
3. The storyteller lived in an old, old, village. _____
4. Ramon stood in front of the bird-cage stall. _____
5. Peppi stared at Grandfather. _____
6. Springtime in Japan means wishing time. _____
7. Tim missed because the lights twinkled on. _____
8. An old man sat on a bench before the fire. _____
9. The couldn't go on until the engine was fixed. _____
10. After the cherries ripen, birds come to eat them. _____

BEHAVIORAL OBJECTIVE G 20: The pupil will understand the meaning and use of antonyms.

EVALUATION: Test #49 LEVEL VIII

DIRECTIONS: Change the underlined words in each sentence to make them mean just the opposite. Rewrite the sentences.

NAME	DATE	SCORE		4/5

1. The hammer is a very <u>useful</u> tool.

   _____

2. Mary's new coat is very <u>colorless</u>.

   _____

3. Red can be a <u>bright</u> color.

   _____

4. My job is <u>unfinished</u>.

   _____

5. We make <u>frequent</u> trips to the store.

   _____

BEHAVIORAL OBJECTIVE H 3: The pupil will know letter sequence.

EVALUATION: Test #50 LEVEL II

DIRECTIONS: Look at the letters in each box. Some of the letters are missing. Write them in the spaces.

NAME DATE SCORE 10/20

J _ _ m _ _	G _ _ _ klm
_ bc _ _ f	L _ _ o _ _ R
st _ v _ xyz	j _ l _ n _ pq _

BEHAVIORAL OBJECTIVE H 7: The pupil will accurately arrange words in alphabetical order.

EVALUATION: Test #51 LEVEL IV

DIRECTIONS: Give each pupil envelope #1 which contains one set of the lower case manuscript words listed below. Ask the pupils to lay them out on their desks in alphabetical order.

				13
NAME	DATE	SCORE		15

clown

pretty

best

stop

town

fish

apple

elephant

noise

home

down

monkey

very

grow

wagon

BEHAVIORAL OBJECTIVE H 11: The pupil will alphabetize to the second letter.

EVALUATION: Test #52 LEVEL VI

DIRECTIONS: Copy the words in each column, putting them in alphabetical order.

NAME DATE SCORE 21/24

1		2	
anything	_____	chance	_____
ache	_____	complain	_____
alphabet	_____	cracked	_____
actual	_____	carefully	_____
adventure	_____	coatroom	_____
arena	_____	calmly	_____

3		4	
scrambled	_____	escaped	_____
surprised	_____	easier	_____
screaming	_____	encourage	_____
sports	_____	eye	_____
smiled	_____	event	_____
stared	_____	enough	_____

BEHAVIORAL OBJECTIVE H 13: The pupil will alphabetize words to the third letter.

EVALUATION: Test #53 LEVEL VII

DIRECTIONS: Number the words in each column to show in what order they would be in the dictionary.

NAME	DATE	SCORE	21
			24

	1		2
_____	reached	_____	contests
_____	remembered	_____	couldn't
_____	reservation	_____	coached
_____	returned	_____	compass
_____	recognized	_____	collection
_____	reporting	_____	covered

	3		4
_____	device	_____	stumped
_____	degree	_____	stretched
_____	determine	_____	stallion
_____	dense	_____	stirred
_____	decided	_____	stepped
_____	delicate	_____	stood

BEHAVIORAL OBJECTIVE H 19: The pupil will alphabetize the complete word.

EVALUATION: Test #54 LEVEL VIII

DIRECTIONS: Arrange the words in each column in alphabetical order by numbering them from 1 to 10.

NAMES DATE SCORE 54/60

1	2	3
___ add	___ generation	___ saunter
___ apology	___ grammar	___ scurry
___ accustom	___ genie	___ scruff
___ agriculture	___ guarantee	___ sapling
___ adventure	___ greed	___ scene
___ awful	___ gypsy	___ skeleton
___ atomic	___ genius	___ scarlet
___ assembly	___ gesture	___ scorn
___ acrobatic	___ grateful	___ scrabble
___ advertise	___ gyrate	___ scour

4	5	6
___ purify	___ rhyme	___ desparate
___ proceed	___ rheumatic	___ diagnosis
___ prone	___ rhinoceros	___ depression
___ provision	___ relative	___ distinguish
___ publish	___ refrain	___ distribute
___ prompt	___ respond	___ district
___ pronounce	___ require	___ dungeon
___ property	___ resort	___ dinosaur
___ profit	___ reprove	___ delegate
___ prologue	___ region	___ dramatic

READING

GOALS		BEHAVIORAL OBJECTIVES
A	Motor, Visual-Motor Coordination	1 2 3 4 5 6 7 8 9
B	Conceptual Skills	1 2 3 4 5 6 7 8 9
C	Perceptual Skills (Auditory)	1 2 3 4 5 6 7 8 9 10 11 12
D	Perceptual Skills (Visual)	1 2 3 4 5 6 7 8 9 10 11
E	Phonic and Structural Analysis	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
F	Vocabulary	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
G	Comprehension and Interpretation	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
H	Locational and Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

INSTRUCTIONAL LEVELS

R	RR	P	1	2	3	4	5	6	7	

Key

S - September

J - January

M - May

L - Learned--90%-100%

(S) - Review

[/] - Exposed, not learned

[/] - Once learned, normally maintained, not retested

100

Pupil _____ Room _____ Team _____ School Longfellow

GROUP AND INDIVIDUAL DIAGNOSTIC CHART (sample)